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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1866.



BOSTON:

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CITY OF BOSTON.

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*In School Committee, September 11, 1866.*

Messrs. Waterston, Drake, E. D. G. Palmer, Walker, Fallon, Lamb, and Page of Ward Six, were appointed a Committee to prepare the Annual Report of the School Committee, for the year 1866.

Attest,

BARNARD CAPEN, *Secretary.*



“Massachusetts has the honor of establishing the first system of Free Schools in the world.”

HORACE MANN.



## R E P O R T.

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THE Special Committee appointed by the School Board to examine the official statements made by the District Committees through the past year, together with those relating to the Latin, the High, and the Girls' High and Normal School, with instructions to collect whatever may be considered important for public consideration, adding thereto such suggestions and remarks as they may deem expedient, having fulfilled the duties which devolved upon them, present to the Board, and to the citizens of Boston, the following Report:

With a population, according to the last census, of nearly two hundred thousand, there are now in this city, connected with our system of public school instruction, and under the immediate supervision of this Board, twenty-seven thousand seven hundred and twenty-three pupils. These may be classified as follows:

The whole number of Primary Schools	256
The whole number of Grammar Schools	21
The whole number of High Schools .	3
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Making in all . . . .	280 schools.

Teachers in the Primary Schools . .	257
Teachers in the Grammar Schools . .	323
Teachers in the High Schools . .	33

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The whole number of Teachers 613

Male Teachers, 66. Female Teachers, 547.

Pupils in the Primary Schools . .	12,553
Pupils in the Grammar Schools . .	14,394
Pupils in the High Schools . .	776

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In all . . . . . 27,723 pupils.

Your Committee are convinced, both from a careful examination of the Records, and from personal investigation, that the schools were never in a more favorable condition than at the present time. Through the various departments there is unusual harmony of action. Special measures have been adopted to overcome admitted defects, and to introduce important improvements, which have thus far led to marked and beneficial results. The discipline through the schools is firm, mild and parental. The progress of the scholars has been encouraging, and to a great degree satisfactory. Character has been considered as well as intellect, while the aim throughout has become more and more a desire to call into healthy activity the whole nature, physical, mental and moral, rendering the entire process of instruction a fitting preparation for those actual duties and responsibilities of life, upon which the pupils must eventually enter.

As an evidence of the general appreciation of the public schools, it is interesting to know that the proportion of the children of our citizens now educated in them is as twenty to one over those educated at private expense. It has been the constant determination to render these schools so thoroughly good that they shall be attractive to all. Why should it not become a matter of honest ambition among families of the amplest means and truest judgment to have their sons and daughters here educated; the children of the mechanic and the merchant sitting side by side, pleasant companions in youth, as they will be sympathizers and helpmates through the remainder of the journey of life? These schools, established for the whole people, are to become more and more the pride of the whole people, — not a charity for any, but a privilege for all.

Children admitted into the Primary School at the age of five, commencing with the first rudiments of knowledge, advance step by step, completing one course, and being promoted to a higher grade, with each half-year. Thus, in three years, with reasonable diligence, they may reap the full advantage of the Primary School, and be prepared for that examination which shall introduce them to the Grammar School. Here a new era commences, and the pupils beginning at the lowest round mount upward, by regular degrees, from one department to another, through the prescribed branches of study, till at the age of thirteen or fourteen they are ready to graduate from the Grammar, and enter upon the still more advanced studies of the Latin, the High and the Normal Schools.

Three thousand five hundred and eighty-five have

been thus promoted during the past year from the Primary to the Grammar Schools; and seven hundred and seventy-six have entered the High Schools.

Having passed in this manner through the successive stages of progress, they are presumed to have become honorably fitted, either for a still higher course at the College or the Scientific Schools, or to enter at once upon the active duties of life, practically engaging in mercantile and commercial business, or in those labors of enterprise and skill which may confer large benefits upon the city or country; — others, of the gentler sex, may fulfil important service amid the cares of domestic life; while a more limited number may become Instructors in the very schools in which they were first taught, and thus be able to impart to others benefits similar to those which they have personally received.

Who can watch the successive steps of such a progress, following in thought the child from its earliest lesson in the alphabet, to the hour when — enriched by varied acquirements, and with, as it is to be hoped, well-developed and harmoniously balanced powers — it goes forth to the toils and trials of the world, — and not feel impressed by the importance of the work undertaken and accomplished?

What then should be said of twenty-seven thousand children, all at the most susceptible period, with plastic minds, ready to be directed and moulded by a touch? May we not feel that the destiny of a coming generation has been placed by Providence in our keeping?



## THE WORK TO BE DONE.

Shall it be thought that the future prosperity and well-being of the city is to depend altogether upon the extension of wharves and warehouses, canals and railroads? or, whatever is said and done for the advancement of material interests, shall we feel, that, above and beyond these, the community is to be specially affected by the character of its people? Their intelligence and virtue, or their ignorance and duplicity, will impart the real glory or shame.

Looking upon the schools, we behold visibly before us the future commonwealth. How speedily will the little beings there assembled become the active citizens! The age that is to be, we can thus mould and shape. The advancing time will be sealed and stamped with an enduring impress; direction may be given to thought, bias to principle, and an impulse for good imparted, which shall never be wholly lost. When these twenty-seven thousand children are called to fill the opening spheres of duty, and to occupy places of trust, shall they be able to do so with ability and honor? This is the question Providence calls upon us to answer. Not easy is it to overestimate such obligation and responsibility.

## TEACHERS AND SCHOOL COMMITTEE.

In examining the Reports of the various committees, we have been impressed with the abundant evidence presented of faithfulness on the part of the Teachers, and watchful fidelity on the part of the gentlemen of the several District Committees. Possibly there may have

been individual exceptions, and an investigator of severe judgment might have detected some disqualification on the one side, or neglect of duty on the other. Without extravagantly claiming any unreasonable degree of perfection, we soberly think it would be difficult to find, in any community, a more earnest, conscientious, high-minded, noble-spirited body of Teachers, — of generous culture, genial temperament and self-sacrificing zeal, who, honoring their vocation, adorn the sphere they so devotedly fill.

Of the gentlemen of the School Committee, while the result of their labors is passing before us, and we, standing as it were aside, are called to give an impartial judgment, not wholly need we refrain from uttering the conviction which presses upon us, even though we cannot here properly speak in adequate terms. The amount of voluntary service rendered, and that with cheerful assiduity; the reiterated visits to schools, investigating methods of instruction, directing promotions, considering cases of discipline, listening to the views and suggestions of parents, weighing the claims of fresh candidates for the office of teacher, attending meetings of sub-committees, in addition to the stated and special meetings of the Central Board, at which, questions of the utmost importance, at times complicated and perplexing, are not unfrequently discussed and decided; — how can any one call in review duties so varied, so continuous, and, on the whole, performed with great fidelity, and not feel a sense of thankfulness that there are citizens willing to undertake such responsibilities, and so abundantly competent to go through with them!

In the earliest report of the Board of Education,

drawn up by Edward Everett, nearly thirty years ago, he says, — “very much of the efficiency of the best system of school education depends upon the fidelity and zeal with which the office of a school committeeman is performed.” Upon the importance of this truth, it is unnecessary to dilate. That community is certainly fortunate, where, without remuneration offered or asked, men of the highest ability, — merchants, physicians, lawyers, clergymen, many of them with pressing avocations, and harassed by a crowd of cares, — are yet willing to labor in this field, as a work of duty and love, with such untiring energy. The service thus rendered is second in value to that of no class of public officials whatsoever. Patience and prudence, judgment and knowledge, are all freely devoted to the advancement of the general good.

It is owing to the diligent supervision extended by the several gentlemen of the School Committee, together with the ready co-operation of the Superintendent of Public Schools, and the faithful care of the Teachers, that the schools generally present so favorable an aspect.

Attendance in the High Schools .	96.02 per cent.
“ “ Grammar Schools	94.02 “
“ “ Primary Schools .	90.03 “

The daily average of attendance by the pupils, through the year, has been twenty-five thousand eight hundred and nine, — an increased attendance over the former year, of eight hundred and one; while there has been a decrease of absences in the same time of one hundred and seventy-nine.

## THE SCHOOL, OBARD AND ITS ANNUAL REPORTS.

We have spoken of the duties of the District Committees;—these gentlemen, seventy-two in number, elected by the citizens, six from each ward, constitute, together with the Mayor and the President of the Common Council, the SCHOOL BOARD.

It has been the custom of this Board *widely to disseminate* the information contained both in the valuable documents of the Superintendent of Schools, and in their own Annual Reports. These, with a detailed account of the three High Schools, together with tables of important statistics, collected with much labor, have been for many successive years, printed *in large numbers for distribution among the citizens*.

So able have these publications been, so full of wise suggestions and weighty thought, that they have been eagerly sought, and extensively read, not only by our own citizens, but applications have come from distant parts of the country, as well as from the advocates and defenders of education abroad.

No one can peruse such papers as have been presented in past years by the Rev. S. K. Lothrop, D.D. the Rev. Dr. Stockbridge, the Rev. Henry Burroughs, Dr. Upham, Dr. Shurtleff and Dr. Brewer, Messrs. Codman, Parker, Tuxbury, Judge Wright, and many others, and not acknowledge that such productions, while they have been an honor to the city, were calculated to become specially useful in the hands of all intelligent and patriotic citizens. They have been exactly what was most needed in order to extend just views, and keep alive the right spirit.

The *wide distribution* of such papers has been one of the valuable results of this Board. These statements, together with those of the Superintendent of Schools, form the public record of their doings. Here the community may find the garnered fruit of their labors, the ripened harvests of their views and principles. We believe that the money expended in the circulation of these noble documents has been one of the wisest outlays ever made by the City Government.

Before the year 1853 the number printed was always as large as twelve thousand five hundred ; and at times it was even fourteen thousand. In 1853 the Board ordered only twelve thousand ; but after that date the number was again judiciously increased to thirteen thousand.

In 1865, (as an entire novelty in the proceedings of the Board,) the number was reduced to four thousand ; and in the following June an order was introduced, incorporating into the code of rules a yet greater reduction, limiting the printed copies of the Annual Reports to twenty-five hundred, a number one thousand and five hundred below the smallest quantity ever printed, and *ten thousand less than had been customary through previous years.*

If that vote applied only to the present Report, your Committee would submit in silence ; but, when they see its application through future years, — to the Reports of the Superintendent of Public Schools, as well as to all coming Reports of this Board, some of which may prove even more important than any which have preceded them, your Committee feel compelled to express their deliberate conviction that the continuance of such a rule



will be unwise, and that a restriction so narrow ought not to exist.

The purpose of the curtailment was doubtless a desire to exercise considerate economy. It sprang from a watchful care that the expenditures of the Board should not exceed the ability of the city. But is the city deteriorating? Is its population less? Is its commerce declining? No such statements are hastily to be believed (the only apparent evidence being the reduction in the printing of these Reports). It is surely not necessary, with taxable property in this city estimated at something over four hundred and fifteen Millions, that we should suddenly cut down the annual number of Reports printed, by ten thousand copies!

If it is found important to retrench expenditures anywhere, the last place should be in what appertains to educational interests. The diffusion of useful information, the statement of salutary views, the disseminating of valuable facts,—this concerns too nearly the best welfare of the people, and comes too closely home to their dearest rights, to be withheld. If there is anything upon these subjects worth communicating in print, let it not be confined to the few, but rather let it be sent abroad *as widely as possible*. It is exactly such knowledge which it is specially desirable to place within the reach of all our citizens.

The expenditure connected with the school system is so large, that the cost of the printed Reports has been indeed but an insignificant item, in comparison with the general expense. In fact, the very extent of the whole outlay, met as it is by a tax upon the citizens, has rendered it not only proper, but has made it the bounden

duty of the Board, to spread widely, among all those who pay that tax, a knowledge of the plans and principles which have prompted the expenditure. If there has never been a murmur at the heavy amount appropriated to the schools, has not that honorable fact been partly owing to the trustworthy and convincing Reports which have so clearly demonstrated the importance of every step, that the people, instead of wishing to complain, have rejoiced that the intelligence and well-being of the community have been so wisely promoted? There has been, moreover, the exceeding satisfaction of observing that the receipt was larger than the expenditure, — a liberal harvest having been reaped, yielding an abundant compensation of good for all that has been so generously, yet considerably, done.

The expenses accruing under the supervision of this Board, within twelve months, have been over seven hundred and seventy-six thousand dollars.

Salaries of Teachers . . . . .	\$403,200 82
Incidental . . . . .	172,520 76
School-houses and Lots . . . . .	200,553 64
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Total . . . . .	\$776,375 22

Nearly one million of dollars during the past year.

Now, when a sum like this is directly assessed upon the inhabitants, the Reports of the Board who superintend the measures connected with such expense should be as widely scattered as the taxes are levied which are necessary to meet that expense; — not simply the data of an Auditor's account, but the ideas which underlie

the whole system, the connection of that system with the general prospects and progress of the country, and the great principles and inspiring thoughts which render the whole one of the most important facts in our history, — a power which will more directly shape our future, a thousand fold, than all the combined results of trade and commerce.

Within the last twelve years, there has been given in this city, as a salary to teachers, three million six hundred and sixty-eight thousand dollars. We have expended upon school-houses over one million six hundred thousand dollars ; upon incidental expenses, one million three hundred and fifty-seven thousand dollars,— making in all the sum of over six million six hundred and twenty-nine thousand three hundred and fifty-eight dollars ; probably a larger expenditure than any city upon the globe, in proportion to our inhabitants,— a large proportion of the whole sum taxed, being expended for the interests of education. We think it will be generally admitted that the Board, through former years, have acted wisely, if, having with good judgment expended such a sum, they have widely circulated the methods and purposes of their action among the citizens. The approval extended by a liberal public, proves that the former acts of this Board need no vindication. But the same duty still holds good. The more than six millions of money, cheerfully given for the schools within the last twelve years, demonstrates that the small sum expended for the printing of the Reports has not been wasted. If the people are to continue their generous appreciation, this Board must continue to diffuse information. The community must understand the details of their action, their

views and principles; and, if these are judicious and wise, the more widely they are disseminated the better.

There is a Statute of the Commonwealth which refers to this matter, stating that Reports upon the condition of schools, and the interests of education, ought not only to be printed; but affirming that, when printed, the purpose should be "*for the use of the inhabitants.*" Does it properly meet the requirement of this Statute, if only twenty-five hundred copies are printed to meet the wants of two hundred thousand inhabitants?

But, aside from the Statute of the Commonwealth, the established rule of the School Board makes it imperative that these Reports shall be printed "FOR DISTRIBUTION AMONG THE CITIZENS." Does it fairly meet the requirement of this rule to print twenty-five hundred copies for distribution among two hundred thousand inhabitants? Let one copy be given to each of the six hundred and thirteen teachers, and a copy be sent to the different cities and towns that extend a similar courtesy to us; let such copies be retained as may be needed for the friends of education abroad,—and how many would be left "FOR DISTRIBUTION AMONG THE CITIZENS"?

The Committee believe that the unprecedented limitation recently proposed, does not meet the express requisitions of the law of the Commonwealth, or even the intent of the standing rules of the Committee.

The School Board is the largest representative body connected with the municipal government, holding their position directly from the popular will, and having in charge, not only one of the most sacred trusts, but the care of property to a very large amount. Do not the members of such a body owe a wider distribution of

the Reports to their constituents? If through former years, while the population of the city was considerably less, it was considered proper to print and distribute from twelve to fourteen thousand copies, why should they be cut down now by ten thousand? Were the votes of so many years all erroneous? Are the facts to be communicated less important?

There are in the schools nearly thirty thousand children. The parents and friends of these children may be supposed to desire information upon the subject of the schools; to know respecting the purposes cherished, and the plans proposed;—ought not a sufficient number of Reports to be printed to meet that requirement?

The Board wish to interest other parents, who now send their children elsewhere for instruction; to have it more fully realized that these schools are not expressly for the poor, but for all; and that the most intelligent and prosperous may well consider it a privilege to have their children here instructed. How can this Board so easily correct any erroneous impression, or promulgate any true view, as by spreading the facts in regard to these schools before the whole public? embodying them in a clear and attractive form, and placing them in the hands of all, that, at their leisure, they may make the information their own? If any Reports ever presented to the public should be carefully prepared and widely distributed, it is exactly these. Whether the whole population seek them or not, they are *for* the whole population; and it is for the interest of this Board, of the city, and the cause of education, that the whole population should possess them; or at least be able, with ease, to obtain them, if they will.

For these reasons your Committee respectfully urge upon the Board, a reconsideration of the vote by which so great a reduction has been made in the copies to be printed and circulated of the Annual Report. If our schools are to be for the people, and to be supported by the people, then, from time to time, Reports should be laid before the inhabitants, adequate to impart all needed information, and to keep alive the right spirit.

We have spoken thus fully upon the subject, because it covers more than the action for any one year. It involves a principle, applicable not only to the Present but to the Future, and we consider right action on the part of the Board, upon this subject, to be of very vital importance.

From the seventy-two gentlemen who compose the Board, let a committee be annually selected, as has been the case through former years, of experience and judgment; give them ample time and opportunity, and let the result of their investigations go not to a choice few, but to the citizens generally, to become their text-book for reference, their store-house for educational facts; an influence and a power to strengthen conviction, and quicken sympathy.

#### RETROSPECTIVE VIEW.

Without attempting any elaborate historical sketch, a momentary glance into the past is almost irresistible. Such a retrospective view shows us two interesting facts, — one of general application, the other having more special reference to ourselves.

First, a study of the past teaches us that popular education is, in itself, not only one of *the means* to



promote an advancing civilization, but it is also a legitimate *fruit* of that civilization. When Christian civilization reaches a certain point, this is a providential landmark showing the rise of the great tide.

The second fact (referring directly to ourselves) is this, that just *here* the radiating lines of light centre. In other words, while there have been educational movements at different periods, the idea of a free popular education for the whole people, at the expense of the whole people, as an absolute duty and right, was first established and faithfully carried out by our fathers here in New England.

If we go no further back than the fourteenth century we find education so limited, that many of the leading men of that period could not even write their names. The first grand impulse came with the Reformation. The new life infused by that great epoch led the people of Holland, Scotland and Germany to demand a wider and better instruction. In France, as early as 1588, the Third Estate insisted that the children, even of the poor, should be "instructed in all good learning, according to their capacity;"—even the nobles of that time demanding that "parents who neglected to send their children to school should be subjected to compulsion and fine."

But all this had an ecclesiastical bearing. It was indeed an advancing Christianity, but not yet freed from narrow limitations and party restraints.

In 1705, there was established, at Rouen, a fraternity known as the Brethren of the Christian Schools, who devoted themselves to the instruction of boys "in all that pertained to an honest and Christian life." In 1848, this brotherhood had under its care over nineteen thousand

schools, and between one and two million pupils. All the members of this association were by a rule of their order officially enjoined "not to talk gossip, and to be sparing of punishments."

Another society was established at Paris in 1738, as one result of which, the police of Paris declared, that, after the establishment of these schools, the expenses of their department were thirty thousand francs a year less than before. Still, notwithstanding such honorable examples, the system of education was miserably defective, besides being hedged in by special denominational restrictions.

Without expatiating upon this subject, the simple fact we would urge is this, that an advancing Christian civilization, when it has reached a certain point, has always developed these educational tendencies; and yet, so gradual has been this development, that, not until within the last two centuries, did there exist, anywhere on the globe, a system of free schools for a whole people.

While for us, as well as for all who are willing to accept it, stands the ever memorable fact, that HERE, in Massachusetts, was the first place, on the face of the earth, where this sublime idea of a popular education, was freely and fully tried. Here it was, for the first time among men, that the founders of our commonwealth saw, with clear vision, that great law of Providence, revealed through the gospel, by which the elevation of society, *as a whole*, is the indispensable requisite to its own well-being. They publicly recognized as a duty, and accepted as the very rule of their life, the truth that the entire people, the humblest as well as the most exalted, should possess those intellectual and

moral advantages, which would raise them, *as a people*, to the highest level of prosperity and progress of which they were capable.

“When New England was poor,” says the ancient record, “and the people were but few in number, there was a spirit to encourage learning.” Thus, in 1638, John Harvard bequeathed half of his estate, and all his library, for the endowment of a College. One of the devout men of that period says, in 1642, “After God had carried us safe to New England, and we had builded our houses, provided necessities for our livelihood, reared convenient places for God’s worship, and settled the civil government, one of the next things we longed for was to advance learning, and perpetuate it to posterity;” \* and, in 1647, in the very infancy of the Colony, it was made an imperative law. “To the end that learning may not be buried in the graves of our forefathers, every township, after the Lord hath increased them to the number of fifty householders, shall appoint one to teach ALL CHILDREN to write and read; and where any town shall increase to the number of one hundred families, they shall set up a Grammar School; the masters thereof being able to instruct youth, so far as they may be fitted for the University.” †

Here we have a distinct recognition of the whole people, and an expansion of the educational idea from the first elementary knowledge, to preparation for the University. “In these measures,” says the historian, ‡ “especially in the laws establishing common schools, lies

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\* New England’s First Fruits. Mass. Hist. Coll. I. p. 202.

† Colonial Laws, 74, 186.

‡ Bancroft’s history of the United States, vol. i. p. 459.

the secret of the success and character of New England. Every child, as it was born into the world, was lifted from the earth by the genius of the country, and in the statutes of the land, received, as its birthright, a pledge of the public care for its morals and its mind."

This work, so nobly begun, was consistently carried forward, till John Adams, more than a century after, and just midway between us and that earlier date, could say,\* "The public institutions in New England for the education of youth, supporting colleges at the public expense, and obliging towns to maintain Grammar Schools, are not equalled, and never were, in any part of the world."

That principle so long ago planted, has, from that day, continued to prosper, — bearing profusely the richest fruit! How has the growing thought widened over the whole continent, till now, through the vast valley of the Mississippi, and beyond the Rocky Mountains, it makes visible its splendid results! What the Pilgrims began, on the shores of Plymouth, is in our time, rounding, to its full circle, on the borders of the Pacific.

#### THE CAUSE OF EDUCATION ABROAD.

Not only in this country, but, by a reflex influence, results are seen beyond the Atlantic. Whether the originating impulse came from the inspiring ideas and quickening example of our fathers; or whether these movements abroad, were the necessary fruit there, of that Christian civilization of which we have spoken, we need

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\* The Adams Letters, vol. iii. p. 74.

*Philadelphia, 29th October, 1775.*

not pause to inquire. It is enough to know that since what was so successfully commenced here,—where our fathers, having left behind them centuries of wrong, through their self-sacrificing spirit, and far-seeing wisdom, united to an indomitable courage, advanced humanity by a thousand years,—a perceptible transformation has been gradually taking place in the countries of the old world. Despotism has been forced by slow degrees to relax its hold. The multitude of the people are becoming aroused to a consciousness of their duties and their rights. In Prussia, Switzerland, Belgium, Holland, France, we find the same great work going on.

#### HOLLAND.

When the distinguished naturalist, M. Cuvier, was deputed by the University of France to visit Holland, for the purpose of examining the schools, he reported that the Primary schools of that country were above all praise. This was in 1811,—when no such schools were known elsewhere in Europe. And Matthew Arnold, Professor in the University of Oxford,—the worthy son of the beloved Dr. Arnold of Rugby, was appointed by the Royal Commissioners of England in 1859, to investigate the systems of popular education on the Continent,—in his report he affirms that he saw “no primary schools worthy to be matched with those of Holland.” And yet, down to the close of the last century, the Dutch schools, where they existed, were of a very inferior character. Whatever has been accomplished of reform in that, or the other countries of Europe, has been effected since then. “Until within the last eighty years,”

says Arnold, to whose admirable reports we gladly refer in full, "the school-masters were ignorant; and the instruction, — beggarly."

It is interesting to trace the earliest movement in that country, which came from an organization known as the Society for the Public Good. This association extensively established schools, and libraries, for the laboring people. In 1809, this society was composed of seven thousand working members. The Government of Holland, seeing the excellence of their efforts, gradually adopted similar methods of action. The magistrates of Amsterdam ordered their public school edifices to be erected according to the plan suggested by this body. Educational laws were also enacted in order to carry forward the same views. Two measures were adopted, in particular, which had never before been recognized in Europe, and which became the source of eminent success. First, A thorough system of inspection for the schools; — secondly, a thorough system of examination for the teachers. These two rules, faithfully carried out, have given great efficiency and completeness to the educational system of Holland. "Take care," said the Chief Commissioner of popular education in Holland to M. Cousin, when he visited that country, "Take care how you choose your inspectors; they are men, whom you ought to look for, with a lantern in your hand."\*

At the head of each school-district is an inspector, while the united inspectors form a provincial commission; and this commission has charge of the primary instruction. The full commission meet three times a year, and

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\* De l'Instruction Publique en Hollande — M. Cousin, Paris, 1837, p. 30.



receive reports from each inspector. In addition to visiting the several schools, they examine all the teachers. Every Dutch school-master before being received into the office of teacher must first pass a searching examination. To engage nominally in the profession, he must obtain a *general* admission;—to enter upon the duties in full, he must have, besides, a *special* certificate. Having obtained this, a salary is granted sufficient to give reasonable independence; a remuneration superior to that given in surrounding countries. The ablest teachers having been secured, they become the heads of most admirable schools. Thus the whole standard of instruction has been raised, and the cause of education has gained a strong hold upon the minds of the people. So universal is the attendance, that in 1840 there was not one child to be found in Haarlem, of competent age, who could not read and write. In addition to the Elementary and Training Schools, there are Normal Schools: the latter having been established in 1816. The public schools, as a general rule, in all the towns, are well-regulated and well-taught.

In 1857, with a population of between three and four million, there were in Holland 2,478 Primary schools, with a staff of 2,409 principal masters, 1,587 sub-masters, besides numerous assistants; while in the day and evening schools there were 322,767 scholars. It is in a special degree through these schools, and the attention given to them by the most intelligent minds, that Holland, within the last fifty years, has become eminently distinguished.

Such is the condition of popular education in that country where the Puritan Fathers found a temporary

home, and from whence, embarking at the little town of Delfthaven, they came to these shores. What man, with one drop of Pilgrim blood in his veins, will not feel a throb of satisfaction in the thought of such honorable effort for the elevation of the people, in the land where Brewster and Bradford, Carver and Winslow, found a hospitable asylum, before they crossed the sea, to step upon old Plymouth Rock! Fitting it was that the country which gave them a welcome, should itself become characterized by the same ideas. It is as if some of the seeds which were to be brought here, by the *Speedwell* and the *Mayflower*, dropped by the wayside, and were yielding there, at this day, their harvest of fifty, and an hundred fold.

#### FRANCE.

In France, from the time when M. Guizot was appointed Minister of Public Instruction, in 1833, the work of popular education has been going steadily on. With a population of between thirty-six and thirty-seven millions, it numbers, in addition to its other schools, over sixty-five thousand Primary schools, supported at an expense of what is equivalent in our money to more than two million of dollars, while in all her schools two millions and a half of children are taught, at a cost of over six million of dollars.

The Primary teachers were empowered to open schools for adults. As an evidence of the appreciation, on the part of the people, of this opportunity of instruction, and the rapid growth of the schools, it will be sufficient to state that—in 1837, these schools instructed 36,965



working people ; in 1843, over 95,000 ; and in 1848, more than 115,000.

Public instruction in France is now governed by the law of 1850, which law was strengthened by additional decrees in 1852 and 1854.

One important provision, long familiar in its letter and spirit with us, but less common on the other side of the Atlantic, and which it is said, on good authority, is strictly carried out in France, is found in the guarantee of religious liberty, — the law not only encouraging, but emphatically requiring, “ reciprocal friendship and mutual toleration.” Connected with the admirable system, in France, for popular education throughout that country, there are, in addition to the schools, sixty-three lyceums and two hundred and forty-four colleges, in which free admission is provided for the poor, and for all persons of limited means.

In 1855, the grant of the State to the Lyceums was 1,300,000 francs, and to the Colleges over 98,000 francs.

The total expense of primary instruction in France in 1856 was 42,506,012 francs,\* — over eight million of dollars. Of the 3,850,000 children thus taught, 2,600,000 pay whatever they may be able, and 1,250,000 are wholly free. Of those instructed, 2,150,000 are boys ; 1,450,000 are girls. There are 250,000 in mixed schools. The almost unanimous feeling in France is against mixed schools.

In addition to 65,000 Primary schools, there are 2,684 Infant schools ; besides which, there are adult schools, apprentice schools and needlework schools, thus

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\* Budget de l'Instruction Publique, pp. 164, 167.

making in France, at least, seventy-five thousand places of instruction for the poorer classes, in which the people and their children are freely educated.

Even in the largest towns of France, where the population is most dense, the masses of poor children are not left without instruction; and not only is the means of education offered freely, in teachers and school edifices, but books, as well as schooling, are provided and distributed without expense to the pupils. The city of Paris alone expends a sum equal to more than 500,000 dollars each year in the interests of popular education.

Can we not perceive in this generous provision for the instruction of the people, some explanation of the increasing influence of France, the taste and intelligence of her people, and the successful development of her resources? That energy in war, which, with impetuous force, sweeps all before it like the whirlwind; and that cheerful vivacity in time of peace, — contentment blended with playful mirth, and a perception of beauty which moulds every thing it touches into forms of grace, — who shall say how largely France is indebted for these, to her generous system of popular instruction?

#### ITALY.

The new kingdom of Italy has proved itself worthy of added confidence and admiration for the early effort it has made to establish a system of universal education for all classes of its people. As a wise preparatory step for a continued supply of thoroughly qualified teachers, Normal schools have been established. There are at present forty, with over two thousand students. The

whole movement is far in advance of anything which has hitherto been known in that country.

The elementary schools are also a special honor to the new government. In these schools there are now 800,000 children, 452,000 being boys. These are under the care of 21,857 teachers. There are also schools for adults, and schools for advanced studies; all the instruction being wholly gratuitous.

There have also been opened infant schools and evening schools. In Genoa, the birthplace of Columbus, where the house in which he resided is still pointed out, and where has lately been erected a magnificent monument to his memory, there are four infant schools, numbering over a thousand children; and in the Genoese district there are thirty-two schools for adults, numbering some two thousand pupils.

Through Italy, where a community is not able to establish schools without assistance, the general government readily offers its aid. In this way, within one year, half a million of dollars in gold have been appropriated. Thus is fresh impulse given to the people; while depth and durability are imparted to the grand work of national reform.

#### ENGLAND.

If we turn to England, strange to say, we find that there the least is done, through any national system, for the education of the great masses of the people. Her magnificent universities are well known, and her pre-eminent schools for the sons of the nobility, — yes, and her splendid charities for a select few; but with

reference to her middle classes, and her poor population, the neglect is both surprising and shameful.

Scotland, by honorable effort, has gone forward upon a path of her own. Long and justly has she been distinguished for her popular schools. The country of Wallace and Bruce, of Burns and Scott, the land of the mountain and the heather, holds a high position among the nations for her widely-diffused intelligence ; a peasantry who know *how* to think, and *what* to think ; a people whose honor cannot be bent, and whose independence cannot be broken.

England has yet something to learn. It is estimated by the highest authority, that in England more than *two millions of children* are left to grow up in total ignorance. Before the Parliamentary Committees, the testimony has been most startling. Observe the following : “ I am vicar of a parish which contains a population of 10,000 souls, and I grieve to say there is but one school-room in it.” “ I am curate,” says another, “ of a poor parish of 3,000 of population, and there is no school-house of any kind.” And again, “ The population of the village of which I am an incumbent, is not less than 20,000, there is no free school in the whole place ; hundreds of children receive no education whatever.” Such is the evidence from innumerable witnesses.

When Horace Mann returned from Europe, he said, “ England is the only country among the nations of Europe, conspicuous for its civilization and resources, which has not, and never has had, any system for the education of its people.” “ It is the country,” he adds, “ where, incomparably beyond any other, the greatest and most appalling social contrasts exist ; — where, in

comparison with the intelligence, wealth, and refinement of what are called the higher classes, there is most ignorance, poverty and crime among the lower. . . . And yet in no country in the world have there been men who have formed nobler conceptions of the power, and elevation, and blessedness that come in the train of mental cultivation; and in no country have there been bequests, so numerous and munificent as in England. Still, owing to the inherent vice and selfishness of their system, or their no system, there is no country in which so little is effected, compared with their expenditure of means; and what is done only tends to separate the different classes of society more and more widely from each other."

Such was the opinion of a candid and accurate observer twenty years ago. The same testimony is given by Professor Arnold, of Oxford, to-day,—one of the most candid, clear-sighted and truthful of men; English by birth, culture, and taste; associated as a scholar and man of letters with students in the University. And yet, with this natural bias, he plainly declares to his countrymen, "*Our middle classes are the worst educated in the world;*" and, speaking of the more deplorable population, he calls them an "obscure embryo, moving in darkness;" . . . "the immense working class, now so without a practicable passage to all the joy and beauty of life!"—"England," he says, "has not yet undertaken to put the means of education within the people's reach."—"I should mislead the English reader," he says, "if I should let him think that I found in France, a schoolless multitude, like the 2,250,000 of England." There are "over

seventeen thousand schoolless children" in Manchester alone; and, "in London, it is estimated that there are some two hundred thousand who, ignorant and degraded, are neither at school nor at work."

But, aside from the most destitute, Arnold eloquently pleads for the middle classes as well. "The aristocratic classes in England may, perhaps, be well content to rest satisfied with their Eton and Harrow," "but the middle classes in England have every reason not to rest content with their private schools." "The State can do a great deal better for them." He is convinced that important movements in England are near at hand. "Undoubtedly," he says, "we are drawing on towards great changes." It is almost certain, he writes, that the English people "will throw off the tutelage of aristocracy."—"The masses of the people in this country," he says, "are preparing to take a much more active part than formerly in controlling its destinies." "The time has arrived when it is becoming impossible for the aristocracy of England to conduct and wield the English nation any longer." "The superiority of the upper class over all others is no longer so great; the willingness of the others to recognize that superiority, is no longer so ready." "While it is losing its power to give to public affairs its own bias and direction, it is losing also its influence on the spirit and character of the people which it long exercised." "The course taken in the next fifty years," he writes, "by the middle classes of this nation will probably give a decisive turn to its history." Calmly, considerately, urgently, he argues for a wider, and more adequate education; pressing the subject home as the duty and necessity of the times.



Turning to America, he alludes to "its boundless energy of character," and "its boundless field for adventure," where the people have unquestionably not been *enervated* by education." "I speak," he says, "with more than respect, with warm interest, of a great nation of English blood; *with which rests, in large measure, the future of the world.*"

As an evidence of the reflex influence of this land upon the countries of Europe; — the prominence given to those views of education which originated here; — and the special recognition of Massachusetts as the scene of their development, a remarkable illustration is found, in a speech made in the British House of Parliament by that brilliant essayist and distinguished historian, — Thomas Babington Macaulay.\*

In advocating the cause of "the education of the people as the first concern of a State," he declares that it is not only an efficient means for promoting and obtaining that which all allow to be the main end of government, but that it is "the most efficient, humane, civilized; and, in all respects, the best means of attaining that end."

"This is my deliberate conviction," he adds, "Sir, it is the opinion of all the greatest champions of civil and religious liberty, in the old world and in the new, and of none, I hesitate not to say it, more emphatically, than of those whose names are held in the highest estimation by the Protestant Nonconformists of England. Assuredly, if there be any class of men held in more high respect than another, it is that class of men,

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\* See Macaulay's Speeches. London, 1853: vol. ii. p. 211.

of high spirit and unconquerable principles, who, in the days of Archbishop Laud, preferred leaving their native country, and living in the savage solitudes of a wilderness, rather than to live in a land of prosperity and plenty, where they could not enjoy the privilege of worshipping their Maker freely, according to the dictates of their conscience."

"Those men, *illustrious forever in history*, WERE THE FOUNDERS OF THE COMMONWEALTH OF MASSACHUSETTS. Though their love of freedom and conscience was illimitable and indestructible, they could see nothing servile or degrading in the principle that the State should take upon itself the charge of the education of the people. In the year 1642 they passed their first legislative enactment on this subject, in the preamble of which they distinctly pledged themselves to this principle,—that education was a matter of the deepest possible importance, and the greatest possible interest, to all nations and to all communities; and that, as such, it was in an eminent degree deserving of the peculiar attention of the State.

"I have peculiar satisfaction in referring," he adds, "to the case of America. What do we find to be the principle of America, and of all the greatest men that she has produced? 'EDUCATE THE PEOPLE,' was the first admonition addressed by Penn to the Commonwealth he founded. 'EDUCATE THE PEOPLE,' was the unceasing exhortation of Jefferson. 'EDUCATE THE PEOPLE,' was the last legacy of Washington to the Republic of the United States."

Many men in England such as Bright and Mill, Goldwin Smith and a host of others, feel that it is the



reproach of that country, with her Oxford and Cambridge, her Eton and Rugby, that she has, as yet, done so little for the instruction and elevation of the great masses of the people.

At a recent meeting of the Social Science Congress, held at Manchester, Mr. Bruce, a distinguished member of Parliament, urged the superiority of the American system of common schools on the people of his own country, insisting upon the necessity of free schools, alluding to New England as an incentive and an example.

John Bright, in a speech lately made in England, proved by statistics, that in Manchester and Salford there are more than 50,000 children who receive no instruction whatever. He then pointed to the New England States, where he declared there was a more equal condition, and universal comfort, than could be found in any other country or age of the world. And this, he added, is to be traced not to the soil or to the climate, but, as I believe, to the extraordinary care which the population, from the days of the Pilgrim Fathers until now, have taken that every child, boy and girl, shall be thoroughly instructed.

Thus do we find that the subject of popular education is exciting a large and growing interest among the people of different nations; and that, in this connection, the schools of New England are attracting observation, and exerting a constantly increasing influence.

If, therefore, our fathers are justly honored, both here and abroad, for the work they so nobly begun, let this generation feel the responsibility which rests upon them, not only to sustain that work, here and now, for the good of our own people and the benefit of mankind,

but so to improve it, that it shall go down, with added advantages, through all coming time

#### STAGES OF PROGRESS.

While we recognize the fact that there is an increasing interest in the subject of popular education, through widely scattered countries, indicating in itself the progressive tendencies of the age, and that deepening sympathy which will not be satisfied without a general diffusion of light, and the advancement of mankind.

It is also worthy of notice that the system of education, commenced by our fathers, has passed through its successive stages of progress. We can trace, step by step, the growth which has taken place; and, more than this, it was intended, from the beginning, that there should be growth. The wisdom of our fathers was specially to be seen in the expansive character of the whole system, and its power to adapt itself to the coming wants of the people. The fundamental idea, the organic law,—that was to remain unchanged; even so it has remained. While the germinating principle has been constantly developing, gaining added strength with each period, and putting forth, with every successive change, fresh vitality. And thus we have reason to believe it will continue to advance through the future, while just this power of progressive elasticity, by which the system may be indefinitely enlarged and perfected, constitutes its real beauty and grandeur.

Limiting our views to our own city, and taking a rapid glance through the past two centuries, we shall readily observe

THE GRADUAL GROWTH AND EXPANSION OF THE  
SCHOOL SYSTEM.

It is now two hundred and thirty-one years since the first public school was established in Boston, — 1635, — which takes us to within five years of the very commencement of the town. This school continued to be the only place of public instruction for the space of forty seven years ; when, in 1682, two other schools were established for instruction, principally in writing and arithmetic. During this period, the only reading book used in the schools was the Bible. Then, prompted by the desire of a more thorough knowledge in grammar, came the formation of a department bearing that designation, from which our popular term of “ Grammar Schools ” originated. The separate departments of grammar and writing, divided the pupils between them, the scholars passing alternately each half-day from the one department to the other. The grammar department being generally upon the upper floor, and the writing school upon the lower floor, forming two independent systems. This was the origin of what was afterwards known as the two-headed system, which continued down to 1847, when, after several unsuccessful efforts, it was finally abolished. The condition of the schools, as was just been described, continued for more than one hundred years ; and, through all this period, and for half a century after, the whole privilege of the public schools was limited to boys. It is a curious fact in the history of our schools, that not until 1789 were girls admitted, and then only on account of a peculiar circumstance,

which also shows us the primitive character of the times. From the middle of April to the middle of October, so large a number of boys were engaged in agricultural or industrial labor, that the schools became greatly deserted ; and, to occupy, in some way, this incidental vacancy, girls were allowed, during the interval, to attend the schools. This summer privilege for girls was continued for thirty years, when it was found to be so satisfactory in its results, that the time was extended to eight months ; but not until thirty-nine years after they were first admitted to the schools, and not until ninety-three years after the earliest public school for boys was established, were the girls admitted to a full and equal share in all the privileges of the public schools. Here, also, is manifest the truth, — “ first the blade, then the ear ; after that, the full corn in the ear.”

But still further, the gradual development of affairs is observable in the fact, that, for one hundred and eighty-two years after the establishment of the earliest public school, no child was admitted to the free schools until the age of seven years. Children, before that, were taught at home, or under private care ; there was no public provision for the instruction of children under that age. Not until 1817 was the earliest effort made in this direction, when a committee was appointed to consider the subject, who reported against it. But the year following, the need was so keenly felt, that a petition was drawn up by the citizens, which led to a recommendation in town-meeting, June 11, 1818, with a vote that five thousand dollars from the public fund should be appropriated to defray the expenses of a new order of schools.

Such was the origin of the Primary Schools, — num-

bering at this day two hundred and fifty-seven teachers, and twelve thousand five hundred and fifty-three pupils. Here also is the noticeable fact, that these schools at the beginning were not under the immediate supervision or care of the regular School Board, but were under the direction of thirty-six gentlemen appointed "to provide instruction for children between four and seven years of age." Thus there came into existence two distinct orders of schools, under the care of two wholly separate bodies of men.

In thirty years these Primary Schools had so increased, that the expenditures from five thousand dollars had become over one hundred thousand dollars, and the committee of thirty-six gentlemen had expanded to one hundred and ninety. They virtually filled their own vacancies ; exercising extraordinary privileges ; and, disconnected from the School Board, the whole arrangement lacked harmony, and caused often a conflict of purpose and opinion. The mechanism was anomalous, and became more and more unmanageable. The whole condition of things had grown up by circumstance, and needed a complete change and readjustment. Nothing but the fact, that both bodies of men were public-spirited, intelligent, judicious and honorable, rendered the working of this double-system endurable. Twice the question of an entire change was agitated, in 1839 and in 1849 ; when finally, in 1852, a special communication was made by the Mayor to the City Council, which was referred to the Committee on Public Instruction. A conference was held with both School Committees ; and after full deliberation on the remodelling the City Charter, in 1854, a thorough change was effected. The sepa-

rate Primary committee was abolished, and a new organization was appointed, composed of six gentlemen from each ward, forming a board of seventy-two members, each holding office for three years, one-third annually going out, and an equal proportion coming in ; giving the character of permanence and renewal.

In the able Report of Dr. Lothrop, in which the detail of this change is presented, it is shown that there had been no neglect of any trust, or abuse of power ; but what was simple at the beginning, with growth, had become complicated ; and, the essential feature of unity and harmony being lost, a radical reform was necessary.

Since that period the Grammar and the Primary Schools have been under the direct care of one body of men, who, divided into sub-committees, have charge of their several districts, each clothed with a certain individual power, yet each amenable to the Central Board. The detail of this organization has been very carefully considered and wisely arranged, and the working of it has been thus far very perfect.

It is for the citizens, in their several localities, to select with thoughtful consideration the most trustworthy men, — of judgment and character, whose individual and collective wisdom shall insure weight, giving to the Board dignity and force ; and securing for the cause of education, which is at the foundation of all private and public good, true advantage and progress.

Such men, to the honor of the city, have from year to year been chosen, — men of high ability from the various walks of industrial and professional life ; men who have been ready to devote their best energies to the work. With unselfish aim, and public spirit, and philanthropic



devotion, the duties of the Board have thus, through a long series of years, been faithfully carried on.

It will easily be perceived that the labors of the new Board, first organized in January 1855, must necessarily have been protracted and arduous. The various interests were fully discussed, the whole work was divided and arranged with such prudence and ability that there has been but little through the succeeding years to undo, while the several plans adopted, have been, for the most part, not only adhered to, but found to be productive of the happiest results.

These ten years have not, however, been without their marked progress. We will not attempt to go over in detail what has been accomplished. It is sufficient to say that the gentlemen of the Board have been vigilant in their duties. With minds open to new light, from whatever source it should proceed, cautious of unreasonable innovation, they have been ready to adopt whatever was palpably good, and to do whatever their judgment should approve, to advance the best interests of education.

The old double-headed system had long since been swept away. The double-headed school committees, one for the Primary, the other for the Grammar schools, had also gone. The Grammar School, instead of having two head masters, with two systems of instruction, had been brought into one simple and complete organization. Though, in effecting this change, some few had clung to the old methods with a strange tenacity, yet one by one they became converted, until finally the very gentleman who had most perseveringly resisted, offered of his own accord the Report which struck the last annihilating blow.

Still, though two double-systems had gone, a third, the child of the former, yet lingered. The Primary Schools, which for so many years had not been under the care of the School Board, except very indirectly, were still held, as it were, apart from the Grammar Schools, with which they were, by nature, so vitally connected. These Primary Schools were avowedly for the very purpose of preparing pupils for the Grammar Schools, and yet the head-master of the Grammar School, — though he could look into the several departments of his own school, and direct the courses of education, so that the lower should harmonize itself with the higher, — could not thus go into the Primary School, where all the early foundations of education were being laid, except semi-annually, and then, for the sole purpose of examining the graduating class, just as that class was really to step into his own school. There were three years of study, antecedent to this, in which habits of thought were formed; and views, correct or erroneous, were being established; the young mind, at its most impressible period, receiving a bias which would in all probability continue; and yet the experienced, well-qualified and thoroughly-educated, head-master could not go into these Primary Schools, to correct mistaken methods, to offer salutary suggestions, and, in fact, from the earliest moment, in some respects the most important moment of all, to exercise a directing care.

Many of the teachers in the Primary Schools, young and inexperienced, collected under one roof, were pursuing their separate methods. It was evident, to many observers, that there was need of some competent master-mind to direct and harmonize the whole.



To effect this has been one of the leading efforts of the past year; and the final action of the Board, your Committee believe to be one of the most important measures, yet introduced, for the advancement of the schools. We believe if the general views proposed are faithfully adhered to, they will carry forward our whole educational system, and form a new era in our schools.

The Superintendent of Schools had repeatedly urged the suggestion. At length, in June 1865, at a regular meeting of the Board, a special committee of five was appointed, to consider and report upon this subject. This committee having carefully weighed the matter, at the meeting in December, had leave to report in print. The measures proposed in this Report have been the subject of much deliberation on the part of the Board, and their decisive action has led to the final, and as it is believed, most salutary step.

As the subject is avowedly important, both in regard to the duties of the masters of the Grammar Schools, and the condition of the Primary Schools, as well as the general interests of education; and as the Report is wholly out of print, so that even a single copy would now be sought in vain, for these reasons the statement presented by the Committee is here introduced, as a full exposition of what has been proposed, and, after due consideration, decisively adopted.

## REPORT OF SPECIAL COMMITTEE.

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The Special Committee, appointed by the School Board, beg leave respectfully to Report:—

That, while they look with feelings of honest pride upon our present admirable system of public instruction, and thankfully appreciate the marked improvement which has taken place, in many particulars, during the past few years, they still feel that it is an important duty to observe with care the actual condition of the schools, candidly to consider whatever may appear a defect, and honestly to inquire if there is any possibility of progress.

With this general view, your Committee have been willing to give just weight to a proposition brought with special earnestness by the Superintendent of the Public Schools before this Board. They have been the more ready to do this from the fact, that the proposition comes from one who has had the best opportunity possible, of forming an accurate judgment, having himself served seven years as a practical teacher in our schools, — two years under a former system, and five under the system now prevailing; and having, in addition, through eight successive years, in his present official capacity, closely observed the advantages and disadvantages of existing methods. He urges what he is convinced will be an immense improvement; and upon the successful working of which, he is willing to stake his whole reputation.

What he so urgently suggests is no hasty thought, but, as he declares, the result of conscientious inquiry, based upon serious conviction. He believes that, without some such change as he proposes, certain existing defects will not only continue, but will probably increase, to the great detriment of our schools; but that, if this change is effected, it will prove to be not only an important step onward, but will make our entire system of public school instruction complete, — rendering it, if so much may be said with due modesty, the most perfect in the world.

Not willing too hastily to interfere with the existing order of things, and reluctant to propose any change which will not bear the most searching investigation, and which, if put in practice, would not secure for itself the hearty approval both of this Board and the public, when it shall have had full trial, your Committee have deliberated with caution, and after mature consideration, they beg leave to present to the Board the following

STATEMENT :

1. No change is recommended which, if duly carried out, will interfere with the existing duties of the members of this Board, or which will tend, in any degree, to narrow their sphere of action; for whatever shall be done would still be under their supervision, and in accordance with their sanction. The direct purpose and end of any change will be substantially to aid the members of the Committee in their labors, facilitating their work, and perfecting more desirable results.

2. No change is proposed which will require any serious alteration in the existing Rules and Regulations already adopted by this Board, — certainly no alteration which may not be made readily and with entire ease.

3. No change is thought of, which will require any alteration, or even modification, in existing school edifices. All outward instrumentalities would find, under the working of the proposed arrangement, their fullest use.

4. No change is suggested which would call for any additional pecuniary expenditure. On the contrary, it is believed that the money already appropriated would be made to yield a more adequate return, while the actual good conferred thereby would be both more extensively and more equitably diffused.

*What, then, may be considered the existing defects? And what is the proposed remedy?*

The facts are these:—

The public schools, of late years, have not only multiplied in number, but have greatly increased in size. Formerly, there were about two hundred pupils to a master; now, there are generally six and seven hundred, and in some of the schools the number reaches nearly to one thousand.

Divided into different rooms, this vast concourse is placed under the care of separate teachers, having their individual qualifications, with varied—and perhaps, at times, even conflicting—views and plans. Some of these teachers are young and inexperienced; others, with remarkable gifts, may yet be lacking in judgment. Some may be too neglectful, where others are over-exacting. Some may, in their teaching generalize too much, while others may be unduly punctilious in routine and detail. Some, with the wisest intentions, may not comprehend the most efficient methods; while others may be constantly crippled, from not clearly understanding the relative work in the different departments of the educational plan, and so miss their end, by not perceiving the goal to which their efforts should be directed. Thus, with the best purposes, many teachers at present work to constant disadvantage.

If there is no master mind to embrace all in his thought, balancing, inspiring, blending the varied efforts into one perfect whole, in that proportion the present system is, and must continue to be, unwieldy and inharmonious.

Is it said that the members of the School Committee by their own personal visits ought to obviate all difficulty? They may indeed, if faithful, accomplish much; and by their judicious counsels they often, perhaps, do all that under existing circumstances is possible; but their labors, however constant, cannot in the nature of things meet the case.

It requires the persistent, systematic, and skillful effort of one all-comprehending mind,—a mind aided by practical experience, endowed with vital power, able both to perceive and to direct.

Is it said that the Superintendent of Schools should be able to rectify existing defects? Let it be remembered that there are nearly thirty thousand children in our public schools, under the charge of more than six hundred teachers; that, in the Grammar Schools alone, there are some fourteen thousand pupils, divided among at least three hundred teachers; and thus, if the Superintendent had no other duty but this,—and he has very many other duties of the utmost importance,—still, if he had no other duty, he could not by any possibility attend adequately to the whole of this in all its practical detail. Such a labor is beyond the power of any one human being.

But, seeing the pressing need, the Superintendent lays existing facts before us, and proposes what he is convinced will fully meet the case, placing all our schools in a far more elevated position, and rendering our educational system a model for any city in Christendom.

*The proposition is this:—*

At the head of our Grammar Schools are twenty-one masters of large culture and wide practical experience. At present their time is chiefly devoted to the scholars of the first class, or, more properly speaking, it is narrowed to the upper division of that class. These men, having been selected with great care, are qualified in the most admirable manner for a far more im-

portant work than to teach thirty, forty or fifty pupils. They are exactly fitted, by character, experience and talent, to exercise a complete oversight through all the departments of the school dividing their labors, in fair proportion, among the various rooms, teaching the other instructors, whenever there is need for so doing, how best to instruct; thus lifting up and carrying forward, by personal presence and active influence, the whole system.

It is true that even now the head-masters are expected to have some such general supervision. The present efficient female assistants have been placed in their rooms to facilitate this work. Still, with few exceptions, such are the duties considered due to the graduating class, that but little time is actually distributed among the different departments.

The present Regulation, sect. 9, chap. viii., reads as follows: "Each master shall make a careful examination of his school as often as he can consistently with proper attention to the pupils under his immediate charge." A responsibility is indeed here recognized; it is, however, left in vagueness; while, from existing requirements, but little time is generally appropriated on the part of the head-master to the pupils out of his own room.

Let us consider more closely existing facts.

There are at present in our Grammar Schools over fourteen thousand pupils. If, then, the head-masters are expected to give almost exclusive attention to the first class, or the upper portion of that class, then what is the necessary result? Why, these twenty-one head-masters thus limit their direct instructions to less, in the aggregate, than one thousand pupils.

Is it an equitable division of talent that these masters should so concentrate themselves? Is it a fair economy of the city's money to appropriate \$50,000 (the sum which these masters receive) for the instruction of eight or nine hundred pupils? Would it not be more in accordance with their acknowledged ability, and would not the citizens reap a larger return for the amount they give, if these masters diffused their labors more



impartially among all the pupils? Would not each class (and, in the final result, the graduating class, as well as the others) become the recipients of a fuller and richer benefit thereby?

Again, let it be noticed, that of the fourteen thousand pupils in our Grammar Schools, only a small fraction ever arrive at the head-master's class. Thus, if this master confines himself principally to the first class, or one division of that class, then all the other pupils who do not reach that favored position will be deprived forever of the advantage of his ability.

But if the head-master (instead of thus devoting himself almost wholly to the upper division of the graduating class) apportioned his time and thought and talent among the whole, then all would share the advantage. Thus the head-master in each Grammar School, instead of having charge of forty or fifty select pupils, would become, in fact, the presiding genius among seven or eight hundred. He would know every teacher and scholar. He would understand their acquirements and progress. He would personally observe the methods of teaching. He would himself examine and instruct. He would see that the wants of each scholar were properly met. He would arrange the different grades, and wisely supervise promotions. He would see that the studies in the earlier classes were judiciously preparatory to those which would follow. Under such a care of the head-master, as principal, each class would have due attention; and, as a part of the whole, the graduating class should receive its full proportion.

Thus, the head-master, with his ability and practical experience, would naturally impart life to the whole school, diffusing vitality through every department, and bringing the whole system into the most wisely-adjusted completeness.

Your Committee believe that the effect of such an arrangement would quickly become perceptible from the lowest grade to the highest. Greater progress would be witnessed; and, this not from any added pressure, because the whole aim would be to gain progress without pressure, — a progress based upon



judicious action and more equal distribution, beginning aright, and proceeding with discretion; having, therefore, nothing to unlearn; and gaining, with each added degree of knowledge, so correct an understanding of essential principles, that through each succeeding stage no unnecessary impediment would present itself.

At present, much of what is called "high pressure" arises from an existing necessity on the part of one teacher to straighten out and reconcile ideas left crooked by those who went before. The hardest work of all, both for teacher and pupil, is a perpetual effort to supply or repair former defects. The atmosphere which would crush the human body, if it pressed principally upon one portion, will buoy it up and invigorate it, if properly diffused over the whole. We believe the high pressure system, as far as it exists, is in fact an unreasonable force, applied in particular directions almost entirely on account of earlier deficiencies; and that what is needed most effectually to remedy the evil is teaching from the beginning through each successive step in a healthy and right way.

In a machine-shop the different artisans may, each after their own manner, make good screws and wheels; but, if these are shaped without adequate reference to each other, when the parts are brought together, of the complicated mechanism, it will not be surprising if they should not fit the one to the other. In the practical working afterwards, this may naturally lead to an unwarrantable pressure, not because the parts in themselves are wholly wrong, but because there has not been a proper adjustment. Such a condition of things must inevitably result in undue pressure; whereas, if the various branches had been wisely cared for in the right time, there would have been far greater progress, without unreasonable forcing at any one part.

Thus your Committee believe, that, under the arrangement proposed, a larger general improvement would be secured, with less actual effort on the part of teacher and taught.

It is well known that a person may exhaust himself with try-

ing to do in the wrong way what it would be perfectly easy to do in the right way. It is proposed that the head-masters shall see that things are done in the right way; that, under the care of this Board and the several Sub-committees, the twenty-one head-masters shall have a more absolute responsibility through all the departments. It is believed that thus a far larger proportion of scholars may easily be brought forward, that there will not only be a greater number of promotions, but that the result will also be seen in the increased number of candidates for admission to the High School, and a wider participation in the more advanced studies.

At present, the gentlemen of the School Committee, with all the time they generously devote to their duties, can only be expected, amid the pressure of their different professions and avocations, to visit the various schools at somewhat distant intervals; and, besides, when they do visit the schools, they naturally confine themselves to the department under their particular care. Under such circumstances they can generally make themselves but imperfectly acquainted with the individual methods of teaching, the actual proficiency of the pupils, and the relative relation of one study to the other. Whereas, under the proposed plan, it will become the duty of the head teacher to visit, day by day, the separate rooms, giving them all frequent and thorough examination, promptly correcting defects, suggesting improvements, thus bringing the whole course of instruction into perfectly symmetrical proportion.

At this time there is no actual uniformity. The system varies in different districts. In some schools the masters, as we have seen, devote themselves almost exclusively to the head class, and often to a single division of that class. In other schools the masters examine, more or less frequently, the different classes. And, in a few instances, the measure here suggested has, to a considerable extent, been followed; and it is worthy of observation, that, in proportion as such method has been pursued, the corresponding advantages have been apparent.

Thus far the remarks of your Committee have been confined in their application to the Grammar Schools, but the same need exists in

#### THE PRIMARY SCHOOLS.

From various quarters there has been heard a call for more efficient supervision; and different plans have been suggested. Your Committee believe that *the best supervision would be, no one entirely separate from that of the Grammar Schools, but that which they might have in common.* If the whole Grammar School should come under the eye of the head-master, the Primary School of the same district, which is already connected with said school, should come under the same care.

The Primary Schools are preparatory to the Grammar School. There is an already recognized connection between them, and acknowledged duties on the part of the masters of the Grammar Schools. As evidence of this, if it were needed, it is but necessary to allude to the requirement in our existing regulations (sec. 5, chap. x.):

“Within the two weeks preceding the first Monday in March, annually, the Master of each Grammar School shall visit each Primary which is expected to send pupils to his school; and he shall examine the first class in each of said schools.”

As, thus, provision already exists, making it the duty of the Grammar Master annually to visit and examine a stated number of pupils in the Primary School, your Committee would suggest the propriety of simply causing the visits to be more frequent, and more general.

As there is to be a final examination for the promotion of scholars, so there should be preparatory examinations by the same person, to test beforehand what progress is making, and to secure, in the right time, the best good of each scholar.

The thirteen thousand pupils in the Primary Schools might all be benefited by such oversight.

The large body of intelligent teachers, numbering from two hundred and fifty to three hundred, might also derive much advantage. Many of these teachers are quite young; some are beginning to instruct for the first time; not a few have had but little experience. Great benefit, of the most valuable kind, might be imparted by the counsel of so experienced an instructor as would always be found in the master of a Grammar School.

The Regulations also provide (sec. 5, chap. x.) that "In the month of July, annually, each teacher in the Primary Schools shall accompany her first class to such Grammar school-house in the vicinity as the master may designate, when he and his assistants shall examine the candidates for admission to the Grammar School, in presence of their instructors."

Why, your Committee would respectfully ask, should it not be made the duty of the Master of said Grammar School to visit, in anticipation of this event, the particular Primary Schools in his district, with which his school is even now so intimately identified, to know if the right preparatory methods are being pursued?

Where there are thirteen thousand children under process of instruction, who at the age of eight are expected to be ready for admission to the Grammar School; and where there are twenty-one head-masters, who, according to the present rule, will be called to examine the pupils when they stand as candidates for promotion, — why should those masters have no opportunity of overseeing the earlier process of instruction, and of helping forward that very work which is avowedly intended to prepare the pupils for the Grammar Schools? If the Grammar masters are required to examine these pupils at last, to test their readiness for promotion, why not go more to the root of the matter, and see that these pupils are rightly preparing themselves for that examination?

It is well understood that the gentlemen of the School Committee are not obliged to wait until the final day of exhibition, and the awarding of medals, before *they* go into the schools. From time to time they are expected to visit the various classes, in order to see that the preparatory work is faithfully going on. Why should not the same principle hold good with the Grammar master, who will, as we have seen, be required to examine the scholars at last, and to decide which of those scholars are qualified for promotion? Who does not perceive that the benefit *he* could confer, by previous oversight, might be invaluable?

The need of an intelligent, thorough, and responsible supervision is widely and deeply felt. The practical question is, Who shall be intrusted with such supervision? Shall a new class of persons be called into office? It has been proposed that a Board of Female Superintendents should become instituted. Your Committee believe that no person would command such entire respect, or bring to the work such thorough qualifications, as the Head-Masters of the Grammar Schools.

The Primary and Grammar Schools ought not to be yet more widely separated; rather should they be brought more closely together. They are, in idea, as truly *one* as if they were actually beneath one roof. The Primary Schools and the Grammar Schools are as much a component part of the same educational system, as the different rooms and divisions which now make up and constitute together, a Grammar School. The upper class of the Primary School and the lower class of the Grammar School, as a matter of fact, even now actually meet and interlock; and, more than this, all the scholars, and classes, and studies, from the first lesson in the Primary School to the last exercise on the graduating day, might go on (and this is exactly what we propose) with as much system and regularity as the numbers in the multiplication table.

A personal oversight and care, by one competent mind, would bring the whole into absolute harmony. Instead of

separate teachers, instructing as in so many independent schools, they would all work with one clearly understood method, becoming essential portions of an organic whole; thus should we have eye, ear, hand, feet, throbbing with one central life, and kindled by one animating soul.

Between three and four thousand pupils pass annually from the Primary up into the Grammar Schools. Not only would all those who are thus promoted be better qualified for promotion, showing the advantage gained in all their after progress, but the ten thousand beside, growing up from the tenderest years of childhood, then forming their earliest habits of thought, becoming initiated into the first elements of the moral and intellectual life, laying the very foundation of all that will come after, would be adequately cared for. It is of the utmost importance that no false step should be taken at a period like this; for through all these earliest stages of growth the plastic mind is specially susceptible of the most abiding impressions. We all know that care or neglect, good or evil, in this formative process, may leave results, perhaps, never to be wholly overcome.

It will readily be perceived that under such a system as is here proposed there would still be work enough for this Board, and the gentlemen of the several Sub-Committees. There is nothing in the plan to interfere with any of their duties, but very much to help them in every particular. All would be done, even as now, under their approval, and in connection with their superintending care.

It is a curious fact in the history of the Public Schools of Boston, that, while the Grammar Schools were instituted nearly two hundred years ago, the Primary Schools were not established for a century and a half later; and, until a recent period, they were kept so wholly separate as to be under the control of an entirely distinct committee; and only within the last ten years have these Primary Schools been directly under the care of this Board. When the Superintendent of Schools commenced his labors, it was considered doubtful whether he had any right to



include these in his care. Yet it is easy to perceive that there is not only a natural connection between the two, but that the one is the necessary and essential complement of the other. They are connecting links in one chain, — a chain, it may be, along which the electric currents of life and knowledge may freely pass, and hence the more perfect the connection the better.

As the Primary Schools have already been brought under the immediate charge of this Board, and as they are at present under the general oversight of the Superintendent of Schools, so it is now only requisite, in addition, to go one step further, and, instead of allowing these schools to remain, as now, in a measure isolated, or of placing them under the charge of any newly created order of officials, your Committee would recommend that the principles already recognized, of certain duties on the part of the Grammar master to visit and examine, be enlarged and perfected, by its being made his duty, not only to examine the *graduating* pupils, but *all* the pupils; and, not limiting himself to an *annual* visit, he shall visit as often as the good of the school and the improvement of the scholars shall seem to require.

Under the proposed arrangement there would be a completeness, circle within circle, not altogether unlike that seen in the planetary system.

1. Each Primary School would be brought into more direct union with the Grammar School in its district.

2. The Grammar School and the Primary School in each district would come more fully under the care and supervision of the head-master as Principal, whose duty it would be to look thoroughly to the fullest improvement of every department.

3. The Superintendent of Schools would have a general oversight of the whole, his central mind including all in one comprehensive view; while every hint and suggestion from him, through these nicely arranged and diverging channels, would be instantly



carried to the extremest parts,— each influence for good speedily pervading the whole.

4. The individual members of the School Committee, in their several districts, acting as the authorized guardians of a sacred trust, would watch with vigilance, even as they do now, in their various spheres, over the special fields of their labor.

5. And, lastly, this Board (somewhat in its relative capacity like the National Congress, sitting in debate, hearing reports, and enacting laws) would superintend the whole, holding itself accountable before the entire public for the truest advancement of these great interests of education committed to its care.

By the adoption of the proposed amendments, the Public Schools of Boston would become a UNIT. The plan wisely carried out, with intelligent guidance, under the charge of this Board, and the personal direction of the sub-committees, would make our educational system, throughout, most beautifully perfect, balanced in all its parts, and rounded with artistic completeness.

The plan, therefore, which the Committee here propose, may be briefly stated, in substance, as follows:—

Whereas it is now the duty of each Master in the Grammar Schools to examine the several departments as often as shall seem consistent with a proper attention to the pupils under his immediate care; it shall henceforth be his duty to make his influence felt through every class, devoting as much time to the several rooms *as the greatest good of the whole* shall demand.

And whereas the head-master of the Grammar School is at present obligated to make an annual visit to the Primary Schools in his district, examining such of the graduating scholars as may be candidates for promotion, so it shall henceforth be his duty to visit such schools as frequently as their condition may require,

examining thoroughly, not only the graduating class, but all the classes,—acting, in fact, as Principal of those schools.

To meet the requirements of that portion of the first class now chiefly under the head-master's care, which cannot, under the proposed plan, receive so exclusively his attention, the Superintendent of Schools suggests that, in the schools for boys, the sub-master shall take the master's class, the usher the sub-master's, and the head-assistant the usher's; in the girls' schools, the head-assistant shall instruct the first divisions; while, in the mixed schools, the sub-masters would take the highest divisions of boys, and the head-assistants the highest divisions of girls.

Your Committee have not attempted to point out the precise manner in which the wants of the upper division shall be met. The head-master might still have under his special care the instruction of specified branches. He might even be required to devote a stated number of hours in each day, or week, to the upper division; but your Committee prefer to leave these details to the judgment of the sub-committees, who in carrying out the general plan will shape their action according to circumstances, wisely adapting themselves to the nature of their schools.

To carry into effect this plan, the following orders are respectfully recommended for the adoption of the Board:—

ORDERED: That Chapter X. of the Regulations be amended by inserting, after section second, the following, to be designated as the third section:—

“The head-masters of the Grammar School shall perform the duties of Principal both in the Grammar and Primary Schools of their respective districts, apportioning their time among the various classes in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades. Each division of the Grammar Schools shall be under the immediate care and instruction of one subordinate teacher.”

ORDERED: That the numbers of the subsequent sections of this chapter be changed to correspond with this amendment.\*

Respectfully submitted.

R. C. WATERSTON,

*In behalf of the Committee.*†

† The gentlemen upon the Committee were Messrs. Waterston, Turner, Woodbury, Jarvis, and Drake.

\* At a full meeting of the School Board Oct. 1, 1866, called expressly to act upon this subject, after a general expression of opinion, the following order was passed:—

CITY OF BOSTON.

IN SCHOOL COMMITTEE, Oct. 1, 1866.

ORDERED, That Chapter X. of the Rules and Regulations be amended by inserting, after Section 2, the following, to be designated as Section 3; and that the numbers of the subsequent sections be changed to correspond therewith:

SECTION 3.—The Masters of the Grammar Schools shall perform the duties of Principal, both in the Grammar and Primary Schools of their respective districts; apportioning their time among the various classes, in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades; under the direction of the District Committees.

Attest:

BARNARD CAPEN, *Secretary.*

Thus, in taking a brief survey of the gradual growth and expansion of our school system, we perceive that it has not been a rigid fixture, destitute of the power of adapting itself to advancing ideas ; but that it has, from the beginning, been characterized by a capacity for progress, and that this essential capability of improvement continues to our day. It is this which is the guarantee of its perpetuity, establishing the conviction that it will be able to meet the wants of all coming time. The important measures which have been matured through the past year are in harmony with the general principles of our whole school system. They bring that system into a more perfect unity, and your Committee believe that the salutary influence will be seen through all the grades, alike of the Primary and Grammar Schools ; and, eventually, in the greater prosperity and success, even of the most advanced departments, of the High and Normal Schools.

#### ANOTHER FEATURE OF THE PAST YEAR.

A natural danger connected with a system of popular education, established under circumstances of such sacred interest by the fathers of New England, might be found in a disposition to cling too tenaciously to the details of that system, as they have come down from the past. This danger, we have seen, has been surmounted. Another danger might exist in the natural tendency, growing out of our position as pioneers, to feel that other cities and communities should look to us ; but that there is less need that *we* should look to *them*,—assuming, that, as we were once in the advance, we are

there now, and shall necessarily continue there forever. But it should be remembered, that, while we have been going on, the rest of the world has not stood still ; and, from present appearances, it has no intention of doing so. Therefore, we should be ready to inquire with earnestness concerning every advancing step in the countries of Europe, and also respecting the progress which has been made in the more favored portions of our own land. Other States and cities have not been backward in sending delegates and representatives to examine our schools, and inquire into our methods. Not satisfied tamely to copy, they have sought with independent minds to improve : avoiding whatever seemed erroneous, and adopting that which their judgment approved, they have added, from their own experience and wisdom, what a continued progress might require. Hence, in the various States and cities of our country, the most unprecedented advance has been made. A new epoch has dawned upon the nation, not only in that brighter day of freedom which has risen, but in all those great educational interests which, calling to themselves the attention of the best minds, are, under such guidance, putting forth constantly fresh power. For any community to close its eyes, to progress making in other quarters, would indeed be a serious mistake. In order to gain whatever light might thus be obtained, a Committee was appointed during the past spring, to examine schools, in the Atlantic cities, as far as Washington, and report the result of their investigations.

The good influence of such a friendly expression of feeling, and interchange of views, in regard to the best

methods of education, no one will question. The purpose was excellent; and the gentlemen chosen, so well adapted to the work, that a Report may, in due time, be expected of no common value.

Soon after this delegation was sent from our city, the Chairman of the Committee upon the present Annual Report, not officially, but as a matter of personal interest connected with the schools and the cause of education, visited the same cities, making such inquiries as were within his power, going as far south as Richmond and Petersburg, visiting those scenes, which, but a short time before, had been the headquarters of General Grant and the army, passing round by the James River, and thence through Western Virginia, Ohio, Kentucky, Indiana, Illinois, Missouri, Michigan, Wisconsin and Minnesota.

It is not our purpose to dwell here upon any of the cities visited by the Committee, whose Report will doubtless contain important statistics, and the results of large observation. Therefore, we pass NEW YORK, with its two thousand five hundred teachers, to whom is annually paid the aggregate sum of about one million three hundred thousand dollars. Its two hundred thousand pupils, to all of whom books, stationery, and apparatus of every description are furnished freely, without charge to parent or pupil, and its annual expenditure of nearly two and a half millions of dollars; and PHILADELPHIA, with its thirteen hundred teachers, eighty thousand children, and annual expenditure of eight hundred thousand dollars. In that city, by the kindness of



Edward Shippen, Esq., President of the Board of Control, every facility was granted ; and the schools visited, in company with that gentleman, were of a most interesting character. In WASHINGTON, where the subject of education is attracting new attention, and where, at this time, one of the largest and best school edifices in the country is in process of erection, THE SCHOOLS FOR THE FREEDMEN, under the direction of teachers from the Northern States, formed the special object of observation. Nothing can surpass the devotedness of the teachers, or the hearty zeal of the pupils. A more inspiring sight, the human eye cannot rest upon, alike honorable to the teacher and the taught.

In RICHMOND, while the old slave-markets are deserted, the schools for the Freedmen are thronged. The halls of the Capitol, where the officials of the attempted confederacy met, are now empty ; while the poor and the ignorant, with a freedom they never enjoyed before, gladly assemble in every place which can be obtained, eager to gain knowledge. Under the broad folds of the national banner, teachers are earnestly imparting instruction. Not only those who had been in bondage, but the children of the whites were by hundreds engaged over their books. There it was, we heard the children of the white people of Richmond sing with kindling fervor, " Rally round the flag, boys." And there, too, in other schools, those who, until the Federal armies entered Richmond, never knew from personal experience what liberty is, sang with an outburst of honest enthusiasm, " The Battle Hymn of the Republic." Intelligent teachers from the North, both from the East and the



West, are actively engaged in this work, laying the strong foundations of future peace and prosperity.

One of the old-fashioned schools of Richmond was visited, which had survived the shock of the great struggle. Here was indeed a striking contrast to the spirited and admirably conducted schools recently introduced by Northern teachers. It is unquestionably true that for a long period there has been a systematic purpose in that section of the country, to keep the laboring classes (the white as well as the black) in ignorance. The less knowledge for them the better; that was the rule. This prevailing ignorance among the mass of the poorer whites, has made them the easy dupes of designing demagogues, ready to perpetrate the fearful enormities of the rebellion; while the intelligence of the Northern armies, not only gave them greater skill, but clothed them with victorious power. Wherever they went, enterprise, knowledge, and all the accompaniments of a higher civilization, went with them. Along the whole line of the camp fires, school-houses sprang up. An army of teachers followed close upon the army with bayonets; and, before the clouds of strife had rolled away, seeds of blessing were scattered in the very furrows of battle.

That good work is still going on, except where a blind perversity prevents it. More than a thousand teachers, through the South, in the spirit of a disinterested patriotism, are at this moment instructing over one hundred thousand persons, young and old; diffusing the light of knowledge where it meets with a joyful welcome. Thus are these great civilizing instrumentalities in-

suring the moral and intellectual elevation of the people.

#### THE GREAT WEST.

From Richmond, after visiting Harper's Ferry and the beautiful valley of the Shenandoah, the Alleghany Mountains were crossed, beyond the western slope of which is one of the richest and grandest regions the sun, in his whole course, smiles upon; with rivers, bordered by cultivated farms, or overshadowed by primeval forests, pouring their tribute through a thousand miles to the sea; and prairies, blooming with innumerable flowers, or bending with prolific harvests, stretching like an emerald ocean, far away to the edge of the horizon. But more wonderful even than the glories of nature, and teeming with greater promise than the mine and the quarry, are those populous cities which have sprung up as by a spell of enchantment; and that which renders them, and the country by which they are surrounded, a Land of Promise, — is the thoughtful care given to the interests of education.

It is difficult to realize in passing over the great West, that, less than a hundred years ago, this immense region was one wild hunting-ground. In the spring of 1769, Daniel Boone shouldered his rifle, and penetrated into the unbroken wilderness; and yet, six years after that, (when Boston had been established for nearly a century and a half,) at the time when Paul Revere hung out the signal lanterns from the steeple of the North Church; and, on the following eventful morning, when upon the field at Lexington, the embattled farmers stood,

“And fired the shot heard round the world,”

on that day, KENTUCKY was a wilderness, where the first white man's cabin had not yet been built.

Not until 1788, twelve years after the battle of Lexington, did the earliest band of white residents enter what now forms the State of OHIO; and, later than that by several years, the whole position upon which Cincinnati now stands was actually purchased for less than fifty silver dollars.

OHIO, to-day, has a population of over three millions (3,000,000), and the valuation of its real estate is more than six hundred and sixty-three million dollars (\$663,-647,542), while CINCINNATI, with its swarming multitude and vast commerce, for the stateliness of its warehouses, the elegance of its churches, and the excellence of its schools, is not surpassed by any city in the country. As late as 1829, the common schools of Cincinnati were established, with twenty-two teachers, upon a salary of five thousand dollars. Now there are three hundred and seventy-three teachers, with a salary of two hundred and sixteen thousand one hundred and sixty-five dollars. The rapid growth of the schools may be seen by the following table:

	No. of teachers.			Amount paid.		
1830	.	.	22	.	.	5,196
1840	.	.	63	.	.	19,604
1850	.	.	148	.	.	46,824
1860	.	.	317	.	.	147,437
1865	.	.	373	.	.	216,165

In the schools, numbering 24,312 children, there is a wide range of studies, while the methods of instruction

are effective and thorough. The contest which for the last five years has shaken the country, while it developed a spirit of true loyalty, brought no disturbance to the working of the schools; but rather aided them by awakening an ambition for manly effort, and a sense of added responsibility. The schools are under the care of an active School Board, and a Superintendent who devotes to the work his entire time. There are, in different sections of the city, Evening Schools, open four months in the year. Drawing is recognized as a legitimate branch of education, and Music is taught in all the schools by the regular teachers, under the special direction of four able Instructors, who are thus constantly employed.

Connected with the system of public education is a School Library, from which eighty-one thousand eight hundred and fourteen volumes were issued during the past year. The growing demand for books may be seen by the following table:

		Readers.		Volumes.
In 1856	. .	2,400	. .	20,179
1857	. .	4,251	. .	47,766
1858	. .	5,453	. .	61,787
1865	. .	14,606	. .	81,814

Showing an increase, within nine years, of over twelve thousand readers; and in the circulation of volumes, sixty-one thousand six hundred and thirty-five.

Within the memory of men yet living, as we have already said, the place upon which CINCINNATI stands was a green river-bank, from which the trees had not

been cut, and where the first log-hut was not yet erected. Now, with a population of three hundred thousand, it is the radiating centre of railroads and steamboats; the abode of activity and thrift; with every convenience and luxury which civilization can give; in the enjoyment of privileges, social and intellectual; combining the refinements of culture and art. Such is the Queen City of the West, and among the more gratifying evidences of the elevated character of its people is the prosperity of its schools. The 25,000 children, carefully watched over and faithfully taught, shows a right public spirit; and the determination of that community, not only to maintain its position, but to press resolutely on in the march of improvement.

About one hundred and twenty miles from Cincinnati is COLUMBUS, the Capital of the State, situated on a slight elevation in the midst of a fertile plain. On either side of the wide and regular streets are beautiful mansions, surrounded by well-kept grounds, and gardens blooming with flowers. The whole place is attractive and tasteful, wearing an aspect of universal prosperity and comfort. But one of the most noticeable facts is the character of the school edifices, not hidden in obscure positions, but placed at the most commanding points, as if the people desired to have them constantly in view; glad to look upon them with an honest pride, and to uphold them with a generous liberality. These buildings, substantial and spacious, designed with architectural taste, reflect honor upon the community. There are seventy teachers and four thousand pupils, seven hundred of

whom are Germans. In these schools German as well as English is taught. The whole course of instruction is admirable, and will bear minute scrutiny. No formal introduction was needed,—to say that one was from Massachusetts was enough in itself to secure every courtesy and the heartiest welcome. The West has not cut itself off from the East, neither does it show any wish to do so. The most sacred sympathies unite the two, the same life-blood circulating warmly between them. To the inquiry, “Have you any teachers from New England?” the reply promptly given was, “There are four in this building, and among the best teachers in all the schools are those from that section of the country.” Such are the ties that bind us, and that will make us forever one.

There was a time when men talked about “the wilds of Ohio,” but the epithet “wild” is applicable no longer. Rather is the entire State one continued scene of charming cultivation,—an extended realm of fertility and beauty. But the wisdom that has crowned the whole is found in that ordinance which affirms, that “religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged.” The same principle is incorporated into the regulation for the sale of lands: “A portion of every township shall be reserved for the maintenance of public schools.” This thought is also embodied in the Constitution of the State, which declares that “schools and the means of instruction shall be forever encouraged by



legislative provision." But, notwithstanding the early recognition of the idea, not until 1825, were the free schools fully established; since which they have received great attention, and have given, in return, a distinguished character to the State.

Passing from Ohio into Kentucky, at LOUISVILLE, in company with the Chairman of the Board of Education, and the Rev. John H. Heywood, the schools of that pleasant city were visited. In different departments, various studies came under observation. All the answers were prompt and accurate. In music and gymnastics, as in other branches, the pupils showed great readiness and proficiency. At the High School, in the more advanced studies, the young ladies evinced uncommon ability. Mr. Heywood, more than a quarter of a century ago, carried with him from New England that which is most to be prized in principle and culture; and, by untiring fidelity in every walk of duty, with a gentle, yet strong nature, he has rendered just that help which was needed amid the growing institutions of the place, until both the benevolent and educational movements there, have caught a certain radiance from his mind. Any community may be congratulated where beneficent influences, with such admirable results, have been so unobtrusively diffused.

At St. Louis, the Rev. Dr. Eliot, President of Washington University, imparted much information respecting the past and present condition of education in that city; and enough was witnessed to make strong the conviction, that the people there are not willing to remain behind other communities, in honorable effort for the education



of the young. The Polytechnic School for practical instruction in science and art, with its noble building and commodious lecture rooms just completed, proves the enlightened spirit which is at work; while the University, which is becoming amply endowed, will, it is said, exert an influence through that extended valley which sweeps from the Alleghany to the Rocky Mountains.

The city of St. Louis has been empowered by the Legislature of the State to lay a tax, not exceeding one-half of one per cent, on all the taxable property of the city, the same to be devoted to school purposes. Such a tax in Boston would amount to upwards of two millions of dollars.

The great State of Missouri, with its population of over a million, has just started into new life. As an indication of its growth,

Its population in 1820 was	.	.	.	.	66,557
" " " 1860 "	.	.	.	.	1,182,012 .

an increase of more than eleven hundred thousand in forty years. Its real estate and personal property in 1860 was valued at \$501,214,398, an increase from 1850 to 1860, of \$363,966,691. In 1812, the first brick house had not been built; now that city is the commercial metropolis of the central Mississippi Valley, with a population of about 200,000. In that city alone, within one year, three thousand buildings have been erected, at a cost of eight millions of dollars. The mineral wealth of this State may well

be termed inexhaustible. There is, within a hundred miles of St. Louis, a Mountain of iron, containing in pure ore more than 200,000,000 tons, as estimated by scientific men in the geological survey, and yet this is but a fraction of the ore in that locality. But neither iron mountains, nor railroads to the Pacific, though they brought all the treasures accumulated at the Golden Gates, shall be able to do for that State what will be accomplished, in harmony with these advantages, by her Free Schools.

At SPRINGFIELD, Illinois, the home of President Lincoln, a school exhibition was attended in a large and expensive edifice, recently erected, where both the character of the exercises, and the immense throng of earnest spectators, proved how extended an interest was felt, and how sincere the appreciation, in that community, of such an occasion. What a crowd of associations clustered about that place! There Mr. Lincoln had passed nearly all his days. There, in the midst of his neighbors, he had said "To this people I owe all that I am." Is there not in his marvellous career, so marked and so providential, something to touch every heart? The poor lad struggling with difficulties, the boatman pursuing a life of toil, the surveyor, the lawyer, the representative, — calm, prudent, steadfast; by the simple integrity of his nature, winning in every position the confidence and love of the people, till, lifted into the highest place in the gift of the nation, he became, in the great hour of need, the defender of constitutional liberty, the emancipator of a race, the benefactor of his country, — is there not in such a life that which should inspire every teacher,

and breathe fresh energy into every pupil, throughout the land?

Near BLOOMINGTON, in the very heart of Illinois, in the midst of the richest prairie, stands a magnificent Normal School, for the education of those who propose to become instructors. Not often can one behold more intelligent faces, or meet with minds that give promise of greater usefulness.

The State of ILLINOIS contributed more than a quarter of a million of men for the national defence. Teachers and pupils went side by side into the battle-field. Literally, thousands of teachers left the school-room for the camp. From the Illinois College, in 1864, the whole Senior Class, after having been examined for their degree, marched in a body to the war, the Professor at their head. The famous Thirty-third Infantry was largely composed of students. From fourteen colleges, four thousand four hundred and ninety-eight alumni and students went to the war. One college sent seven hundred, — of whom one hundred fell in the service. Such is the record of a State which sent two hundred and fifty-six thousand men to the war, while at that very time she was erecting more school-houses than ever before, and at a larger aggregate cost; and, in addition to all she was so nobly doing for the government in money and men, she was also contributing an unprecedented amount for education throughout the State. Within two years, one thousand one hundred and twenty-two school buildings were erected, of a superior order, at an aggregate cost of \$1,305,961, and this by voluntary local taxation; a fact, under the circumstances, probably

without a parallel. In 1865, Illinois contributed \$475,072 for new school-houses ; and, in 1866, the princely sum of \$830,889, — an increase over the previous year of \$355,817, and over that of 1864 by \$610,853.

The number of scholars enrolled through the State, for the year ending Sept. 30, 1866, was six hundred and fourteen thousand six hundred and fifty-nine, — an increase of more than forty thousand within two years. Between 1860 and 1866, while so large a number of male teachers were absent at the war, the number of female teachers increased by three thousand nine hundred and sixty-five, who came in to make good the place of those who had gone. The money assessed in the State for the support of common schools, within eleven years, has been \$7,492,974.51, — nearly seven and a half millions of dollars ; but, added to this, there has been a voluntary local taxation, amounting in ten years to over thirteen millions (\$13,000,166), so that, munificent as has been the aid of the State, still more munificent has been the voluntary contribution of the people, — the people having generously given two dollars for every one appropriated by the State, so that actually within ten years the combined sums have reached the incredible amount of nearly twenty millions of dollars (\$19,886,331). Well may the faithful Superintendent of Public Instruction say, that “the friends of popular education should thank God and take courage.” Romance is less wonderful than reality, when reality can present facts like these. What page that History has ever written surpasses in true interest such a recital ?

On the borders of Lake Michigan is CHICAGO, the commercial metropolis of the northwest, which was not organized until 1833; while, three years before, the unoccupied land upon which the city stands was first surveyed. The original copy of that earliest map hangs to-day in the Recorder's Office. That imaginary city, existing then only in thought, or vaguely foreshadowed upon paper, now has a population of over two hundred thousand, and is the greatest grain port in the world. In 1863, fifty-four million seven hundred and forty-one thousand eight hundred and thirty-nine bushels of wheat, corn, oats and barley were shipped on the lake at Chicago; and more than one million five hundred thousand barrels of flour were exported; while the tonnage of shipping from that place amounts, in a year, to nearly two hundred and thirty-three thousand tons. In 1850, Chicago was the centre of but forty miles of railroad; now there is in operation five thousand miles, the earnings of which have amounted, in a twelvemonth, to forty millions of dollars.

In 1839 the population was	.	.	.	4,470
1850 " " "	.	.	.	28,000
1855 " " "	.	.	.	84,000
1857 " " "	.	.	.	125,000
1860 " " "	.	.	.	135,000

the population nearly doubling every four years; while such is the spirit of enterprise, that, within less than six years, more than twenty-five millions of dollars have been expended for private and public improvements.

The avenues of that place — for extent and beauty, the elegance of their mansions, and the luxuriance of their gardens — are not easily to be surpassed. But, beyond this, the most interesting feature is the schools. There are seventeen District Schools, besides one High School. According to the last census, there are thirty-nine thousand children, and an actual enrolment in the public schools of twenty-nine thousand, with two hundred and forty teachers, and school property valued at some millions of dollars. There is a fund, from lands granted by the Municipality, estimated at \$900,000, besides which there is a regular school tax, the proceeds of which are devoted entirely to educational purposes.

From Chicago, by the shores of the lake, to Milwaukee, thence across the State of Wisconsin to the Mississippi, then by steamer three hundred miles up that magnificent river, and there, on the very frontier of civilization, stands the city of ST. PAUL. Indians encamped on the surrounding prairies, presented a picturesque sight as they walked wrapped in their blankets, or sat gathered around their night-fires. Dealers in furs were purchasing the skins of the deer and the buffalo, the otter, the fox, the raccoon and the beaver, shot by the arrow or taken in the trap, as far away, often, as the foot of the Rocky Mountains or the banks of the Red River. It was not until 1857, that the Convention met at St. Paul for the purpose of forming a State Constitution; and now in the State of Minnesota there is a population of 250,000; and, in the city of St. Paul, a population of 20,000.



There, two thousand miles distant from the old Puritan city, the free schools for the whole people were the leading fact. These are attended by over two thousand pupils, and the money expended the last year was fifteen thousand nine hundred and fifty-four dollars. The school edifices are of stone, commodious and attractive, — one recently completed has cost seventeen thousand dollars. Vocal music is taught daily in all the departments. The teachers are efficient and well qualified. The schools are under the watchful care of a General Superintendent and of a Board of Education.

By invitation of the Mayor, a meeting of the Board was attended, when a most cordial greeting was extended in that far-away region, to the visitor from Massachusetts. It was a pleasure to witness the hearty earnestness of these gentlemen in behalf of the schools. Their remarks were direct and original, uniting frank readiness to welcome every suggestion, with an evident purpose to carry forward the work of improvement. Intelligence and integrity, with them, were the prerequisites for prosperity and progress. Thus, in proportion as they desire prosperity and progress for their city and State, they concentrate their energies upon the schools.

The permanent school-fund of the State of Minnesota, amounts to \$1,333,161.60. There are 1,297 school-houses, and 2,157 teachers, with a population of 102,118 between the age of five and twenty-one years. The school property of the State is valued at \$472,563.17.

In returning from Minnesota, recrossing Wisconsin, no place was more attractive than MADISON, beautifully

situated between two lakes, and showing in all its aspects the refining and elevating influences of education upon a community. Thence we passed into the STATE OF MICHIGAN, which, with its rapid growth, has placed itself in the very front rank of all the States, in what it has done for its schools. Young, as a State, it respects the claims of all who are young within its own borders, and is not one whit behind any portion of the country in its well-adjusted plans for the public instruction. The school-houses throughout the State are commodious, comfortable and elegant, filling the mind with perpetual astonishment at the progress which has been made, and which is still going on. But the most remarkable feature is the manner in which the elementary is carried up into the academic,—the free school uniting with the free University;—one great and harmonious system, all supported by the State for the benefit of the whole people. THE UNIVERSITY AT ANN ARBOR is “the keystone of the arch, in the system of State education.” While it is really a part of the system of public instruction,—all the schools being, in some sense, preparatory to this, and this being the completion of all the preparatory schools;—it is also a University worthy of the name; not an empty pretence, with more show than reality, but a reality which may well fill every scholar and patriot with wonder and delight. There are five substantially constructed college buildings, sufficiently spacious and symmetrical to meet the demands of good taste,—a Medical College, a Law College, with ample libraries and laboratories; a Gallery of Art, adorned with rare engravings, photographs, models and paintings; and Museums, in which the

specimens of Natural History already amount to more than sixty thousand. The College buildings stand within an enclosure of forty acres. In the Law School alone, there are three hundred and eighty-five students, a far larger number than in any other Law School on this Continent; two of the law professors are Judges of the Supreme Court of Michigan. Students are attracted from distant parts of the country; during the last year there were more than two hundred from the eastern side of the Alleghanies, and representatives from at least twenty-eight States. The Michigan University, supported by the State,—provides instruction, classical, legal, medical, under the ablest Professors, in the most thorough manner,—and this without cost,\* for all her children. There are in the various departments of the College more than one thousand and two hundred students, receiving instruction from thirty-two Professors,—in history, science, language, philosophy. We should not dwell upon this University here, were it not so completely a part of the splendid school system in that State. As an evidence of the estimation in which this institution is held at the West, we quote the following reference to it, from the Report of the Secretary of Public Instruction of the State of Illinois:

“The University of Michigan is, in many aspects, the

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\* We have spoken of the Michigan University as being free. This is substantially true. It may be proper, however, to state that there is a nominal admission fee of ten dollars to students who have been residents of Michigan, and twenty dollars to those from other States. This covers all the years the student may continue at the college. There is also a charge of five dollars to meet certain incidental expenses. All instruction is given wholly free of cost.

first of its class on this continent; and the reason is, it is in sympathy with, and a part of, the free school system of Michigan: it is borne upward and onward by the same resistless popular power that underlies and moves forward her public schools. *It is the grandest illustration in the United States of the perfect symmetry and strength of a State system of popular education."*

And only the last year, at the triennial Festival of the Alumni of Harvard University, Professor Hedge, than whom there can be, on such a subject, no higher authority, calling attention to the University of Michigan, said:

"The State itself, which generated this wonderful growth, had no place in the Union until after Harvard had celebrated her two hundredth birthday. In twenty-five years, in a country five hundred miles from the seaboard, — a country which fifty years ago was known only to the fur trade, — a University has sprung up, to which students flock from all parts of the land, and *which offers to thousands, free of expense, the best education this continent affords."*

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It is difficult fully to comprehend the immense scale of distances, and the vast expanse of territory, connected with the valley of the Mississippi. Some faint idea may be formed, if we consider for a moment the two States of MISSOURI and MINNESOTA, remembering that the former is twice the size of Portugal, three times the size of Denmark, five times as large as the Netherlands, and considerably larger than all the New England States, — its

eastern boundary of nearly five hundred miles, watered by the Mississippi River, — which stretches away north and south through twenty degrees of latitude, connected with navigable rivers of sufficient length to encircle the globe. In fact, astonishing to relate, the single State of Missouri covers an area of 67,380 square miles.

So also with MINNESOTA, we shall realize perhaps more fully its extent, if we recall the fact, that after ten millions of acres of land have been appropriated for schools and railroads, and after seven millions more have been secured to individuals by purchase, there still remains, unappropriated, more than thirty-seven million acres, an area nearly equal to the whole of New England.

But, wonderful as is such an expanse, all its unheard-of combinations of agricultural and mineral resources are of little value without Mind to develop and direct. If the treasures and forces of nature are to be rendered available, this must come through comprehensive thought. When the red man roamed the forest, the capabilities of nature were around him. That which has since sprung into being, and which has given such a new aspect to everything else, — the canal, the railroad, the steamboat, the mill, — these have been the products of the educated brain. All nature waits for the Intelligent Purpose which can command and create. The culture of the faculties, is to precede the truest use of the faculties. Man must make the most of himself, before he can make the most of the world in which he has been placed.

## WHAT THE MEN OF THE WEST PROPOSE TO DO.

The enlightened statesmen of the West, and the citizens generally of that rapidly growing country, have resolved to develop every latent power for good; to call into action the best energies of the people, through the instrumentality of education.

The material advantages, so inexhaustible around them, they fully recognize. Unequalled opportunities they perceive are there, only waiting for the developed Mind; and that mind they are resolved to have through the influence of the school,—an intelligent, industrious, right-principled people; not a culture without character, but a culture with what is best and truest in thought and feeling. To facilitate the formation of such a character, they desire that their children and their children's children shall possess all that the best education can impart; all, not only that it can give, but all that it can develop, of added force and power from the mind itself. The citizens of those Commonwealths have caught a noble manner of thinking, from the freshness and vastness of the country in which they dwell. With a certain largeness of spirit they make their plans, and love to carry them out on a similar scale. Hence their very school-edifices go up with such proportions, that they have become the architectural monuments of an enlightened zeal,—with far-reaching forethought, they have added to the school, well-endowed Libraries for teachers and pupils; and provided appropriate Apparatus for the better illustration of the various branches of study; while, added to this, and to render all this



available for the accomplishment of the desired good, Teachers of the best qualifications, in mind and character, are sought and secured, who for earnestness and wisdom are worthy of entire confidence. Thus do they seek to make sure, that, whatever else may transpire, every child in the community, shall enjoy as its birth-right, the amplest privileges of a sound education. Looking at the older States, they ask what they shall avoid; what they may emulate; what they can surpass. The error they see, they will shun; the good they admire, they will equal; while the very thought of a possible progress, fires them with a determination to attain yet higher excellence.

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But is it asked, Why introduce such matters here? It may be replied, These schools are but the extension of the system we cherish. They have sprung from the seeds of that tree planted by our fathers. And not only for this cause should they awaken interest, but may we not see, in their working under new hands, and in the fruit which they bear on another soil and beneath distant skies, that which should yield encouragement, and offer some lessons, perhaps, which we may with advantage bring home to ourselves?

Is it not of value to know that those who are one with us in every affection and hope; who, through the recent struggle, shared with us so nobly in the great baptism of blood; who have joined with us in solicitudes, and aspirations, and prayers; who, side by side with us, have poured out wealth, and life, and every

costly sacrifice, for the salvation of the country — is it not of value to know that *they* have gladly adopted, and are earnestly carrying forward, the same grand educational principles for the enlightenment and advancement of the people?

While those distant States and cities willingly look to us, — asking for statistics, collecting facts, reading Reports, eagerly welcoming every ray of light, — shall we not, with a kindred cordiality, extend similar courtesies, welcoming from thence whatever information may be imparted?

Seeing the active spirit that prevails, and the progress that is elsewhere being made, does not the conviction gain strength, that, unless we are willing to be left far behind, the work in which we are engaged must be continued with sustained energy, if not even entered upon with redoubled vigor?

While other cities and Commonwealths are making such gigantic strides, old Massachusetts, the record of whose history has thus far been so inspiring to the whole country, if she would retain her intellectual pre-eminence, — in the stirring language of Milton, — she must —

“not bate a jot

Of heart or hope; but still bear up, and steer  
Right onward.”

What was said by Edward Everett, thirty years ago, with all the eloquence of truth, is at this time doubly significant. After dwelling upon education as “the strength and glory of the Commonwealth,” he adds “Situated at one extremity of the Union, and occupying

but an inconsiderable spot on its surface, what is it that has given to Massachusetts a name and a praise in the land? Nothing under Providence but the principles and institutions of our fathers; and among them, as far as mere human influences are concerned, pre-eminently our common schools. With the lapse of time and the progress of events, our importance, in all physical relations, such as territory, material resources and numbers, is daily growing proportionably less. Of the new States in the West, among whose first settlers, within the memory of man, were some of our own adventurous citizens, one already greatly outnumbers in population our ancient and venerable Commonwealth. It is doubly incumbent upon us to look well to the sources of intellectual and moral well-being, and see to it that, whatever be the relative rank of the Commonwealth in numbers and wealth, she is determined not to sink to a secondary and degraded place in the scale of mental improvement."

#### FUTURE PROSPECTS.

Having thus seen with what earnestness the work of education is going on in some of the countries of the old world, and in large portions of the new; having looked at the gradual growth of our school system through the past, and seen that the progress so signally made in former years, has been consistently carried out by a constant readiness to improve, wherever the path of duty has been clear; it only remains for us to offer a few statements on the present condition of our schools, and their future prospects.

## THE MORE ADVANCED SCHOOLS.

Of the Primary Schools, in which the foundation is laid for all that comes after; and of the Grammar Schools in which the superstructure is carried forward towards its completion, we have already spoken. Those who would continue their studies, for their own private advantage, or to prepare themselves more thoroughly for professional or mercantile life, have had liberal provision made for them, in the Latin School, the English High School, and the Girls' High and Normal School. These schools are all so well known and so highly esteemed, that they require neither comment nor word of commendation.

With a staff of instructors distinguished alike for their experience and qualifications; with a course of admirably arranged studies, embracing philosophy, languages, science, mathematics, history and literature; and all the teaching so conducted, as to give the best discipline and development both to mind and character; these schools have constantly held an eminent place in the public regard; and, greatly as their excellence has been prized, they have never been over-estimated.

## THE LATIN SCHOOL.

The Latin School, after an honored history of more than two hundred and thirty years, still maintains its position in the very foremost rank; our universities bearing witness that no students bring more reliable qualifications, or are more likely to carry away the

highest honors, whatever they be, or wherever they are to be acquired.

#### THE HIGH SCHOOL.

The English High School, under the care of one who has stood at its head for more than a quarter of a century, as among the ablest and most successful teachers in the country; a ripe scholar and thorough Christian gentleman; surrounded by competent associates, ready to co-operate in every desirable plan for the advancement of the scholars, still holds to its high standard, giving up nothing that has proved itself to be good, while ready to adopt every real improvement. Many of our most eminent merchants and useful citizens, show, in their successful and honorable career, what such a school can do for the advantage alike of the individual and the community.

#### THE GIRLS' HIGH AND NORMAL SCHOOLS.

This school, instituted as late as 1852, has, in that brief time, accomplished enough to demonstrate that the privileges of a more advanced education ought not to be monopolized by boys; — there are daughters, as well as sons, ready to appreciate every opportunity for good placed within their reach. Who that has ever looked upon those faces, beaming with intelligence, or listened within those rooms to recitations, showing intellectual gifts well-used, and a proficiency of knowledge wholly at command, has not rejoiced that this school was established, to offer such admirable opportunities to all who are willing to accept them.

Many of our most accomplished teachers in the Primary and Grammar Schools, have been here prepared for their work.

The building at present occupied by the school is inadequate to answer its wants. Originally intended for other purposes, situated in a narrow and disagreeable street, the need of better accommodation, has, year after year been presented to the board ; until, at length, there is the cheering prospect that a new and commodious edifice will be erected, in so favorable a position as shall render the school, in every respect, what it is well worthy of being,—a source of pride and pleasure to the whole city.

#### HOW MANY SHOULD ATTEND ?

It is desirable that as large a number as possible should enjoy the privileges of these schools. Statements have been made at the West, and in some of the Atlantic cities, that owing to the demand for assistance in the active pursuits of life, many pupils leave the schools long before they have completed their studies. The same fact, in some measure, exists here. Many scholars never see the interior of the High Schools,—others who enter the High Schools, leave them before they have concluded the proper course. During two or three years as many as one half, left the schools before the graduating day. To a certain extent this may be unavoidable. Still the number of such cases is far larger, than, in a community like ours, it ought to be.

It is evident that, under such a condition of things, no pupil in the Grammar Schools should be kept back,



but as speedily as possible encouraged forward ; — else as the months and years fly by, the pupils will become too old to enter upon the more advanced studies.

The number of pupils at these schools is indeed as large as in former years, but the attendance has not kept pace with the increase of population.

Parents should remember, how serious is the deprivation they bring upon their children, when they hurry them into warehouses and counting-rooms, pressing them prematurely into the active duties of life, before they have properly completed their studies. It is worth no little personal sacrifice, if parents can secure for their children, such advantages as are here placed within their reach. The knowledge thus acquired, may be of far more value to them, in future years, than the largest worldly possessions.

For an adequate account of the High Schools, we gladly refer to the able Reports which will be given in full.

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#### SCHOOL STUDIES.

In regard to amount of study allowed in the schools, it has been the purpose of the Board to prevent all overworking of the brain, and to put an end to whatever might exert an injurious effect upon the health.

Evils which were seen to exist, have been the topic of expostulation by the Superintendent, by medical men, and others, connected with the School Board. The views of the Board have been embodied in their rules, and as far as was in their power, have been carried out

in practice. It ought, in justice, to be said that whatever tendency may have existed at any time to over-mental excitement, or an undue straining of the faculties, doubtless arose on the part of the teachers, not from any intention of exacting too much, but from an earnest desire to promote progress ; while, on the part of the pupils, it was the result not of compulsion, and hardly of requirement, but rather of an ardent enthusiasm awakened in the minds of the pupils for the acquisition of knowledge.

Difference of character and of temperament is as perceptible among children as among those of riper years. Some, naturally indolent, need urging ; others of finer mould and more earnest spirits, require to be restrained. It is difficult for any teacher to meet exactly the condition of such different natures ; — but, while dulness and mediocrity are not to be encouraged ; so also the more earnest natures should not be over-taxed.

Mental and physical laws are in all cases to be respected, — principles of physiology should be carefully studied and as far as recognized, obeyed. The duty of fidelity to all the known laws of health has been inculcated by this Board, and, to a very large extent, has been cheerfully responded to by the teachers.

In accordance with these views, the assigning to girls of lessons to be studied out of school, has been prohibited ; — and, to meet this subject still more closely, no lessons studied in school, are allowed to be so long as to make it requisite for a scholar of ordinary capacity to study out of school, in order to learn them ; — it is also emphatically required that every teacher shall see that these regulations are faithfully observed.

This rule is binding upon every school and every teacher ; and no teacher or scholar can in honor violate it. If any one scholar or school should disobey this law, it would not only be in defiance of an established regulation, but it would place every other scholar and school in a false relative position. It is for the general good that such a law has been passed. Not to retard any scholar or teacher, but that all may have that vigor, which will enable them to accomplish the most of study in school hours ; and the most for physical development, and the more perfect security of health, — out of school hours.

All parents who value the health of their children, or the integrity of the schools, should feel bound to see that this requirement is sacredly kept ; and also that the spirit of it is obeyed, in their watchful care that the children do not infringe upon the physical laws in their homes, — that, by food and dress, and the keeping of reasonable hours, the parents do their part to carry out what the gentlemen of the School Board earnestly desire to see accomplished.

In fulfilment of the same views, vocal and physical gymnastics have been introduced. The proper ventilation and the right temperature of the school-room, and all the general requisitions of health, have been made a matter of observation and care.

In answer to the question whether any abbreviation in the general course of studies is desirable, — it has been considered, both by the Superintendent of Schools and the gentlemen of the Committee, that the studies now pursued in the Primary and Grammar departments, are, in fact, but the simple branches of a common



English education, — they believe that it is not so much the amount learned, as the manner of learning, that is the difficulty. With true methods, all the progress that is now made may be secured, and perhaps even greater progress, without injury to health. It only needs right views and proper care. The requirement, for instance, respecting ventilation and temperature, demands no additional time, but only a little reasonable care. It is not so much a smaller amount of study that is needed, as a proper variety in the course of studies, and a right spirit in pursuing those studies.

What Ruskin says of art, is equally true of teaching, “Exactly in proportion as an artist is certain of his end, will he be swift and simple in his means.” No one doubts that a skilful teacher, with his heart in his work, will be able to accomplish with ease, and lead the pupils to gain as a pleasure, — what another teacher, with irksome toil, will render tedious both to himself and others. There is a kind of study which is all task-work, and another which is free and natural. The true teacher converts study into a recreation. Then the faculties, will move like the easy flight of a bird; the whole nature becoming quickened, not with a morbid heat, but with a healthful glow — such is the activity the Committee desire to see in the schools. This, with a proper variety in the course of studies, bringing frequently into action not only different faculties, but, so to speak, different sets of faculties; no one study too continuous, but with an alternation which will relieve and help the mind, — all these studies being interspersed with vocal and physical exercises; bringing, just when

most needed, such change of position, and active movement, as will give fresh impulse to the blood and vigor to the spirits.

So, also, nothing will do more to render study a pleasure, than that thoroughness from the beginning, which will cause all that is learned to be well learned, — an understanding of principles, a comprehension of ideas. With what ease will a pupil go on, if every previous step has been thoroughly mastered; not mere words, but thoughts. Thus will the path of knowledge become, not a stumbling in the dark, but a walking in the light. Not only would there be a real possession of the previous knowledge gained, but a perception of the best way to use it, with right habits of study, and a faculty of taking everything by its proper handle. The use of the mental powers would have been such, as to make them work with ease;—developed, strengthened, they would have become, not paralyzed by action, but doubly ready for healthful effort. Thus, that may be accomplished with pleasure, which otherwise, would have been tedious and exhausting.

In connection with the subject of over-study, and the health of the pupils in our schools, it ought in justice to be remembered that all feebleness does not originate in the school-room. How often, even from earliest infancy, there are innate tendencies, it may be of inherited disease, which would inevitably show themselves, though there were no schools in existence. Such results should not be charged to the school-system. We have alluded also to possible imprudence and violation of the physical laws — out of the school. Therefore, while the Board is

anxious to inculcate every necessary precaution, they do not accept the idea that the schools, as a whole, are injurious to health. With the physical exercises now introduced, with a faithful observance of the rules of the Board in regard to study out of school, with a proper variety and alternation in studies, combined with a cheerful spirit and tone through all, we believe, under such circumstances, that the schools will be a source of added health in the community. We are convinced, even to-day, that the twenty-seven thousand children in the public schools of Boston, wholly aside from the knowledge they acquire, as a mere matter of health, are stronger and healthier, than they would have been, if the six hundred and thirteen teachers had been dismissed a year ago, and the schools, then closed, had from that time remained unopened.

#### EMULATION.

In regard to emulation, by a vote of the Board—during the past year all medals have been prohibited henceforth from the girls;—so that the evils, connected with medals, are now concentrated upon the boys.

The Superintendent of Schools, while he gives his hearty approval to this step, adds that it is his earnest hope that the Franklin Medals may speedily share the same fate.

The subject of a diploma, to be given to all who shall creditably go through the prescribed studies—the exact character of the diploma, and the principles upon which these diplomas shall be distributed, remains for the consideration of the Board.



## DISCIPLINE.

Much has been said upon the subject of punishments. It is the wish of the School Board, by every reasonable means, to inculcate gentleness. The rule applying to teachers is explicit, "All instructors shall aim at such discipline in their schools, as would be exercised by a kind, judicious parent in his family." It is also required that every instance of punishment shall be reported, with an exact statement of the degree and the cause.

Is the question asked, "Why not prohibit punishment altogether?" It may be said in reply that no system of National, State, or Municipal government is known to exist among men, in which punishment for violated law has been wholly set aside. Under the Divine Government, the transgressor is not entirely exempt from penalty and pain. What, therefore, the wisest men, in all ages, have found essential, as an underlying principle; and what the Infinite Mind has interwoven with all the plans of His providence, the Board feel may wisely be retained, as a reserved power, for the support and security of a proper school-discipline.

By a simple method, punishment will cease: — if the children do what is right, there will be no penalty; but, in case of deliberate wrong-doing, and particularly of persistent wrong-doing, there must be positive authority somewhere. The spirit of misrule, lawlessness, and insubordination, wherever they exist, should be brought under speedy subjection. Anarchy and rebellion must receive, with promptness, a decisive check. Physical coercion is not agreeable, still there are things worse

than physical coercion; and, if obedience cannot otherwise be obtained, then let this control. The power to rule must be firmly maintained; but (and there is no inconsistency in this) with the reserved power, there should be a clear recognition of the law of love,—a consciousness of the immense advantage of being able to hold sway solely, by moral force;—while, even in the extremest cases, the moral element should predominate. It is important, under all circumstances, in dealing with the young, to cherish a spirit of true humanity. Moroseness of temper and despotic harshness should, without delay, be discarded from every school-room for ever.

At the beginning, let the right instructors be chosen—teachers who can safely be trusted with power, who will know how to hold authority with considerate judgment; careful in requirements; avoiding unreasonable antagonisms; withdrawing, as far as possible, incentives to wrong-doing; calm, self-possessed, mild, yet firm—such teachers we may be very sure will maintain that benignant discipline so well described in the rule as exercised — “by a kind, judicious parent in his family.”

The teachers of the public schools of Boston are characterized, (we have no hesitation in saying it,) by great kindness of spirit. No tyrannical person could readily gain an appointment as teacher—never, if his character were known; but, if such an one, by any misfortune or misunderstanding, should gain an appointment, when his real disposition was discovered, he would be reproved, and if that should not prove effectual, he

would be dismissed. From occasional statements, an inference might be hastily drawn, that the teachers in our schools are reckless and cruel. No impression could be more directly opposite to the truth. An accusation so utterly unjust is a poor and disheartening return for such self-sacrificing labors. Illustrative of the views with which many of the instructors in our schools enter upon their work, we quote brief passages from two private letters lately received. The first, from one of the ablest female teachers in the city, whose character is in harmony with the opinions expressed:

“There should be on the part of the teacher a true love for her work, united with correct views of the nature of that relationship which ought to exist between the scholar and the instructor, leading to a real bond of sympathy. The prominent idea in my mind, on the subject of teaching, is the inner, private, life of the school-room; that which is not seen, except as manifested in the ease, happiness, confidence and enthusiasm of the children. The work of instruction should be elevated into a sacred profession, the teacher moulding her character by constant self-examination, striving to acquire the best qualities both of mind and heart. Then will she find her reward, day by day, in her own progress, and in the improvement of her pupils.”

The second passage is from one whose success, extending through many years, has been second to that of no instructor in the country;—the honored head of one of the principal schools in the city.

“If a scholar realizes that the teacher is deeply in-

terested in his welfare ; that good order and the scrupulous observance of rules are essential to that welfare ; and is kept fully employed, he will rarely prove troublesome. Interest a scholar in what is useful, purifying elevating, — and you acquire, almost necessarily, a sufficient control over him.”

We have no doubt that every teacher in the city will heartily respond to these views. Such is the spirit the School Board wish to see cherished by the instructors of the public schools, and carried out in all their teachings.

To all who, interested in these subjects, desire to know the actual condition of our schools, we would say: Go and look, for yourselves, upon these young people in their out-of-door sports ; watch them as they unite in their games, with all the vivacity of youthful vigor ; follow them as they joyfully crowd to the schools ; enter with them, and listen to their several recitations, as their bright faces, kindling with thought, present one of the most attractive pictures that can meet the eye ; and if any individual has questioned the prevailing happiness of the children, he will question it no longer ; — rather will he feel grateful that he has witnessed a sight so inspiring.

#### MORE EFFICIENT METHOD OF EXAMINING TEACHERS.

This subject has been repeatedly urged upon the Board, and Mr. Philbrick has presented strongly the advantages which would follow the appointment of a special Examining Committee, whose duty, through the year, would be thoroughly to examine candidates and make record of their qualifications. There can be no

duty of more absolute importance than the selection of proper teachers, a work often as difficult as it is important; requiring ample time and thought, and which should be done in a systematic manner.

The candidates are examined now by the sub-committees, more or less thoroughly, according to circumstances. That this work is generally done with a good degree of care, the acknowledged ability of the teachers, at present engaged in the schools, is sufficient evidence; but how is the work done? Left with district-committees, more than twenty in number, what uniformity can there be? There is no particular time or place for examinations, and no one method. There is not even any special understanding between the various committees. When a vacancy occurs, every candidate calls upon the individual members, and such is the demand for the office of teacher, that there is generally a very large number of applicants, occupying far more time, than if all the candidates met on some stated occasion, and were collectively examined by a special committee fully prepared for the work. Such examination need not interfere with the rights and privileges of the sub-committees. They would still retain the full power of appointments, in the schools with which they were connected. The Board of Examiners should be composed of gentlemen qualified in an especial manner for this duty, and who should make it their earnest study. Candidates should first appear before them, and if after full trial they proved worthy, the Examining Board would certify what particular work the candidates were qualified for, and in what degree qualified.

District-Committees would act with the same freedom

as before, except that there would have been a previous sifting out of the chaff (if there happened to be anything of that nature), and the choice would be from the finest of the wheat. The work of the Sub-Committees would be simplified,—the more disagreeable duties having been transferred. From the picked candidates they would select the teacher of their choice—examining for themselves, if they pleased, any candidate, or all candidates; in such branches as they desired, or in every branch, if they preferred. Thus every candidate coming before the Sub-Committee, would have gone through a previous examination in full, as an antecedent requisite.

In New York, Philadelphia, Cincinnati, Louisville, Chicago, there is an Examining Committee. The Superintendent of Schools says in one of his reports: “No other city has a system of examining teachers so objectionable as our own.”

This subject is so important that it is worthy of being referred to a Special Committee, to see if, with advancing time, we are not now prepared to take an onward step.

#### TRUANCY.

Through ten successive years, there has been, on an average, as many as one hundred and forty separate children recorded as truants; and four years, out of the ten, the number was from two hundred to two hundred and twenty-five. The whole number of trauancies in the ten years, was two thousand seven hundred and forty-one; while the Chief of the Police estimates the whole number of truants and absentees—those who are out of



school altogether, — idlers and vagrants in the streets — as from one thousand to fifteen hundred. When we recall the hindrance to the schools occasioned by such truancies, — when we consider the pernicious influence of such an example, and the manner in which propensities to vice are thus fostered, the evil demands continued vigilance on the part of the proper officers ; and perhaps more stringent laws, to enable officers to carry their work into full effect.

Throughout Switzerland, Prussia, Holland, Denmark, Saxony, Baden, Wirtemberg, Bavaria, Sweden and Norway, children are compelled by law to attend school, Ignorance is pronounced a crime against the community, which will not be tolerated.

We may not be able to do, what is accomplished under more arbitrary governments, but can we not justly secure ourselves against actual harm ? May we not enforce attendance by legal measures, on the same principle that we can check, or wholly remove, by law, whatever would engender a dangerous and infectious disease ?

The Report of a special committee on neglected children will be published by the Board, which is worthy of particular attention. This subject must not be allowed to rest, without our making every possible effort to prevent the continued existence of so calamitous and contagious an evil.

#### EVENING SCHOOLS.

Evening schools have been found of great service in New York, Brooklyn, Cincinnati, St. Louis and San Francisco. Such schools exist here, but they are sup-

ported by private liberality, not by the City,— and have therefore never come under the direction of this Board. It has been argued that owing to the character of our population such schools are not so much needed with us, as they are in other cities. is also maintained, by some, that they are better managed as Christian charities; that they accomplish all the good without being open to as many objections. It is stated, also, that they have a tendency to encourage the older boys to leave the schools at an earlier period than they would otherwise do; gaining a compensation for labor by day, and making the evening school subservient to their own convenience. All these views and arguments are subjects for consideration; the good and the evil should be candidly weighed, and if, on the whole, it is desirable for the city to take up, what has thus far been left to Christian benevolence — if there is a claim and a need which amounts to a just demand; and if, with proper precautions, such schools can be so conducted as not be instrumental of harm, then, in certain localities, and for a limited season of the year, the experiment might be tried. That there is a work to be done, there can be no doubt; and if it is to be done, it may be a serious question whether the city has a moral right to stand wholly aside, and leave it to individual charity. If there are destitute and unfortunate persons not yet acquainted with the rudiments of knowledge, who are anxious to learn; we know of no good reason why the city should not offer advantages to these — gathering them in from the lanes, and alleys, and byways of life. As a simple question of political economy, it is better to

instruct such — for the security, and good order, and peaceful industry of society. But there are higher motives for effort in a work like this, which appeal to every humane and Christian heart.

#### RE-DISTRICTING THE CITY.

The changes in this city, have been so many and so great within the last few years — the population having, in some instances, quite altered its relative position; large sections, once occupied as private residences, being now appropriated wholly to business — that a new districting of the city, for school purposes, is required. Not only may a new arrangement add greatly to the accommodation of families, but, in some instances, the erection of additional school-houses may be rendered unnecessary, and thus a large amount of money will be saved to the city.

This subject may properly be referred to a committee authorized to investigate and report, after which the whole subject should come before the Board for ultimate action.

#### VOCAL AND PHYSICAL GYMNASTICS.

This department in our schools unites, upon philosophical principles, the best exercise of the vocal organs, with a thorough system of physical training. Professor Monroe, by his instructions, has not only conferred great benefit upon the pupils, but has rendered valuable service to the teachers; enabling them to carry out his plans; developing the physical powers; and aiding, in a remarkable manner, the management and modulation of

the voice in reading ; — thus laying a good foundation for the instructors of music, the advantages of which cannot fail to be seen, even by the most superficial observer.

#### INSTRUCTION IN MUSIC.

Much as has been done, for instruction in music through former years, we believe that never was the whole system so complete as at the present time. Formerly, there were separate plans, conducted by teachers who had no uniformity of method or purpose. Now, under the general direction and supervision of the Committee on Music (of which it is enough to say that Dr. J. Baxter Upham has been the efficient chairman for the last nine years) the three departments of Primary, Grammar, and High Schools, have been placed in the hands of Messrs. Zerrahn, Sharland, and Mason, all able teachers, peculiarly adapted to their work, possessing individual gifts, and acting in unison with each other, — each with a remarkable faculty for imparting knowledge, and awakening enthusiasm in the minds of the pupils. The science of music, in its elementary principles, is taught, even to the younger children, in so thorough a manner, as will leave nothing to be unlearned ; inducing a readiness to advance, with perceptible rapidity, under the instructions which will follow. The school-festivals at the Music Hall are among the most gratifying occasions which occur in this city. They are a sufficient proof, in themselves, of the proficiency of the pupils, and the appreciation of the public.

Music, as conducted in our schools, exerts now an elevating and refining influence through the whole

process of education. It is not only the cultivation of one of the most marvellous and beautiful gifts, God has bestowed on his children; offering a constant resource, (a joy, and a solace, for all the coming discipline of life,) but it is more than this,—it is an actual help in the development and culture of all the other faculties. The whole mind moves with greater ease and success because of the influence thus exerted. The mental faculties are sympathetic; the spirit of music, blending with, and flowing through all, like a subtle magnetic life. As there is a hidden harmony in all created things, melody being elicited by wind and wave; thus, wrapped up within the nature of the child, are powers, which never work so harmoniously, and therefore so advantageously, as when this gift is allowed to develop itself in unison with the whole educational process. It is more than a mere pleasure, even when pursued as a recreation. According to the etymology of that word, it may become re-CREATION,—melody, with the breath of life, RE-creating the whole nature. Have we not all felt this? Is there, at any time, a prevailing listlessness, a sense of exhaustion or fatigue? Call up the delightful exhilaration of music. How will one verse of a spirited song dispel the clouds, sending sunlight through every mind!

What a new interest does the cultivation of music in the schools throw into the affections of home! How many firesides, possess, through this gift, an added charm! Separate as the schools are from the Church, yet it is pleasant to remember that every church, and the Sunday-school connected with each church, has the ad-

vantage of all the knowledge of music that has been thus gained. The correct ear and disciplined taste, united with the well-developed and richly-modulated voice, has come from the School. Thus a new power has been unconsciously introduced from the school into the Sanctuary, kindling into added fervor the services of the house of God. Whenever the voice of the great congregation unites in anthems of praise ; in that full tide of melody, sweeping onward like the waves of the sea, we have one of the grand results of the teaching of music in our public schools.

So, also, the perceptible growth of a truer musical taste in the community ; and the increasing desire for a higher order of music ; has come, in part, from the same source, and will doubtless show itself more and more.

The constant, systematic, thorough, teaching of music to more than twenty-seven thousand children, in every walk of life, through a whole city ; and that persistently, from one generation to another, must produce an influence for good, which cannot but be widely and deeply felt.

#### DRAWING.

While we rejoice at the proficiency which has been acquired in music, we think that drawing is worthy of far more attention than is now given to it, not as an ornamental branch of education, superfluous unless as a matter of show, but as a most desirable discipline both for the eye and the hand, essential to the best culture of the perceptive faculties, identified with habits of pure taste, and in many respects of the greatest practical ad



vantage, not only at the time of youthful study, but through the whole of the maturer life. There is hardly an artisan who would not be a better workman, if he knew how to handle a pencil; and neither a merchant nor a professional man, would be the less qualified for his duties, if he knew how to draw a plan, or sketch a landscape.

If we go back into the earlier days of classical antiquity, we find there, the value of such instruction recognized. Pamphilus, the Macedonian, a proficient in the higher branches of learning, introduced the rule that drawing should be taught to children through all the schools of Greece. While we are sending aid to the struggling Greeks, let us remember the example of the land of Phidias and Praxiteles in the days of its glory. That home of art cherished the love of the beautiful, even among children. Thus the fragments of its broken temples, and the minutest relics which have come down to us, wrought by Grecian hands, are counted as treasures, through every nation, to this day.

In our own time, Prussia, with a population of fifteen millions, teaches drawing in all her schools. If we passed, in our earlier remarks, the condition of the educational system in that country, it was because so much has been said and written upon that subject, that the facts are already familiar.

Twenty years ago, Mr. Mann, on his return from Europe, said, "Almost every pupil in every school could draw with ease, and most of them with no inconsiderable degree of beauty and expression." As a qualification on the part of teachers, Mr. Mann adds: "I never saw

a teacher in a German school make use of a ruler or any other mechanical aid, in drawing the most nice and complicated figures. I recollect in no instance in which he was obliged to efface a part of a line because it was too long, or to extend it because it was too short." All who have witnessed the rapidity and playful ease, with which Agassiz illustrates his teachings upon the black-board, and the delight of the audience, as, with a dash of the chalk, some antediluvian inhabitant starts again into life, will readily understand the advantage of a skilful use of the pencil to a teacher.

Drawing is regularly taught in all the schools of Cincinnati, two half-days in each week. Three members of the School Committee have supervision of this department.

Thus, in ancient times, and among European nations in our day, as well as in different parts of our own country, instruction in drawing has occupied a more prominent place than with us.

This study is connected with habits of correct observation. It opens the eye to nature. It is in itself a language. It becomes to the possessor, forever, a pleasant resource. While its pursuit is, in nearly all cases, so delightful as to be a joy rather than a task. Besides which, it is an actual aid in the development of the other faculties. But we need not attempt here to enumerate the many advantages connected with this study, or the great addition of power which the possession of this gift imparts to the teacher.

We would make drawing one of the requisite quali-

cations on the part of a teacher ; and would also have more time devoted to its instruction in our schools. In fact, the importance of this branch of education is such, that one able Instructor in drawing should be appointed to superintend this department through the Primary and Grammar Schools. There would be ample work to employ his whole time. He should give instruction both to the pupils and the teachers ; and, under the charge of a special committee, could exercise a general supervision and care.

#### THE SUPERINTENDENT OF SCHOOLS.

The Superintendent of Schools presented his first report in May, 1857. Through these ten years he has been faithful to his work, and, we believe, he has never been more laborious, or useful, than during the past year. Candid and courteous, prudent and persevering, we think no one can have witnessed his conscientious fidelity without a feeling of approbation. All his reports and public documents have been marked by that clear statement and practical wisdom, which, added to their local value, will give them a general and permanent interest ; while the numerous statistics, collected often with much labor, and systematically arranged, may always be relied upon, both for the impartiality with which they are used, and their unquestionable accuracy. The Superintendent's personal experience as a teacher in our schools before he entered upon this office ; and the ten succeeding years of diligent labor, have given him a familiar knowledge of all the details of the work ; while we are confident no

man can have a stronger conviction of the fundamental principles upon which the future progress of our schools must depend.

We believe we express the opinions of every member of the Board, when, at the close of this decade of years, we say that his many duties have been performed in the most satisfactory manner, and that the city is fortunate in having so true, earnest, and judicious a man, in a post of such various responsibility.

#### THE TEACHERS' ASSOCIATION.

Among the encouraging facts of the past year has been the annual meeting of the State Teachers' Association, — which brought together between two and three thousand teachers, — to consider the interests of popular education, the best methods of teaching, and whatever might tend to promote the welfare of the schools. The convention was not only large, but conducted with great spirit and ability. There were instructive addresses, and practical illustrations of the best means of imparting knowledge; exercises in vocal gymnastics by Professor Monroe; and in music by Messrs. Mason and Sharland. The hospitalities of the city were extended; and the interchange of friendly greetings, with the actual information presented, made the occasion not only highly agreeable, but a source of solid improvement. The teachers of the public schools of Boston were among the most active in promoting the interests of this pleasant occasion.

#### SCHOOL PERIODICAL.

We would mention, also, as a gratifying fact, the success which has attended the publication of the "Massa-

chusetts Teacher" under its new editorship. This valuable educational journal, published in this city by an association of teachers, is another evidence of their practical efforts to gather and diffuse light, upon the most approved views, and methods of instruction. We venture to say, from a careful perusal of this periodical, that no teacher, parent, or member of the school committee, can read its pages without finding useful suggestions and fresh impulses. It is doing a good work for the schools.

#### INSTITUTE OF TECHNOLOGY.

One other subject which we consider a worthy topic for congratulation,—not directly connected with this Board or our schools, and yet very intimately associated with both, in spirit and purpose,—is the success which has attended the Institute of Technology; now firmly established in the noble edifice erected for its uses; and in a condition so prosperous and flourishing, that as a school of Industrial Science it is beyond doubt one of the best in the country. Thus in our very city—with all the advantages of the Public Library, and public scientific and literary Lectures furnished by the Lowell Institute—we have here an institution of the highest character, in which the graduates of our High Schools can secure a thorough scientific education for industrial pursuits; mechanical and civil engineering, practical chemistry, engineering of mines, building and architecture. In other words, the mathematical, physical and natural sciences, the modern languages, and whatever is necessary to form a fitting preparation for the higher departments of active life. Thus the instructions in

natural history, chemistry, intellectual philosophy, mathematics, and other branches, at the High Schools, are the very preparation needed for the more advanced studies of the Institute: — the Institute becoming to the High Schools, what the University is to the Latin School. This should be hailed as a valuable addition to our educational system; and, if it is to the liberality of our merchants, and the munificence of this Commonwealth, that we are greatly indebted for it; and if others than those of our own city share its advantages, it shall be none the less welcome.

As an evidence that our school system was recognized, at the very beginning, in connection with the Institute, the honored President (whose scientific knowledge is so varied, and whose power of communicating that knowledge is so felicitous), Professor William B. Rogers, said, as early as 1863, in presenting the objects and plans for that Institute:

“Fortunately in this community, the education of the Public Schools is so general, and of so high a grade, that a good proportion of those who are destined for industrial pursuits are already well prepared to profit by the teachings and exercises of a School of Scientific Technology.”

Thus, ready formed at our hands, without one dollar of outlay on the part of the city, there has been placed at our door, — liberally endowed, and with a body of professors of the most distinguished scientific attainments, — an institution exactly fitted to carry out the instructions of our public schools. Purposely adapted to our social and political organization, and to our practical wants; and by which the fullest and most complete



education can be acquired for the higher needs of commerce and agriculture; the mechanic and the manufacturing arts.

In the language of the late President of the American Academy of Arts and Sciences (Dr. Jacob Bigelow), in his recent able address before that body, advocating the claims of Education in connection with the progress of the time: "A few years ago," he writes, "men witnessing the effect of an electric current on the magnetic needle, wondered if a motive force could not be transmitted with electric speed to an electric distance. A few years ago, men looking at their faces in a glass, wondered if such an image could not be fixed on a plane surface, by the agency of actinic rays. A few years ago, men toiling slowly and wearily on highway roads, wondered if the fatigue and loss of time could not be saved by some better mode of conveyance. A few years ago, men about to undergo surgical operations wished in vain that the attendant pain might in some way be averted. The solution of all these problems is now achieved by the triumphs of science. The Nineteenth Century, one-third of which is yet to come, has already converted all these wants and wonders into physical and historical facts.

Men have learned to write with the electric flash, to paint with the solar ray, to destroy pain, to sew without fingers, to cross the Atlantic without sails, or even without crossing, to hold converse on its shores.

Modern sciences and studies are full of vitality, of expansion, of progress,—present and yet to be. A new thought, an inviting theory, or an important want,

needs only to be announced, and at once a thousand eager eyes and acute minds are turned upon its development."

Our system of public education, (with the Grammar, the High Schools, and Scientific Institutes,) instructs the mind of the people for the wants of such an era, quickening the perceptions of inventive and creative minds to take up the work of Progress, and carry it yet further onward. What discoveries may yet be made, and what advancement is yet before us, who can predict?

#### THE COMMONWEALTH.

The amount raised by taxes for the schools in this State, during the past year, has been \$1,993,177 39: — over two hundred thousand dollars beyond what was raised for the same object in the preceding year. This, added to money coming from funds and other sources, for private and public schools, has amounted to two million five hundred and seventy-four thousand nine hundred and seventy-four dollars expended within the year on schools. The increase in the number of pupils, of all ages, in the schools is about ten thousand; — while there has been, in the average attendance, an increase of more than eleven thousand five hundred.

"No feature of the returns," says the Governor of the Commonwealth, "is more satisfactory and encouraging than the marked advance in the wages paid to teachers." The average remuneration paid to female teachers, is considerably less than one-half of that of male teachers. Our chief magistrate says, in reference to the work of the female teacher: "Her mission in the progression

and elevation of the coming generation of youth, is part of a higher philosophy and a juster judgment in the realm of modern civilization. I must, therefore, again ask permission," he says, "to urge upon the people of the Commonwealth the policy, the wisdom, and the duty of a continued advance in the compensation of the labor of those to whose influence the character of the State is so largely committed. It is not the ordinary question of economic supply and demand. It is rather a condition of the public benefit and destiny, which must be met by a spirit of large liberality and of comprehensive benevolence to the generations which are to succeed us." And he adds, with reference to the sums of money contributed within the year to the cause of education: "I know not any more inspiring cause for hope, nor any higher proof of the determination of the people to add to the security of Government the power and grace of intelligence, than is furnished by this unprecedented aggregate of contributions, made in a year of also unprecedented severity of other taxation, to discharge the burdens imposed by public war."

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Fitting it is that in front of the Legislative Halls, in this Capital of the brave old Commonwealth, should stand in bronze the statue of THE EDUCATOR, the first Secretary of the Board of Education; the ever-faithful friend of the Schools of Massachusetts. Representing, as it does, the type of a noble manhood, consecrated to the best interests of the State,—it reminds us that while much has been done, much yet remains to be

accomplished. The continued improvement of the schools (that work of transcendent importance) has been entrusted to our care. Other countries and cities have taken up the cause, and are carrying it triumphantly onward. The States of the great Northwest, shaking off the trammels of routine, with youthful energy are hastening on in the path of progress. Zealously must we work, — or be left ignobly behind.

What a moment is this of promise and of hope for the country, — truly the dawn of a new Epoch. Untried experiences open before us. May the responsibility be seen and understood, and the call for renewed effort be cheerfully heard, and accepted with alacrity.

At a time of such profound interest to the nation, let us listen to the words of HORACE MANN; and hear them, as if from those lips of enduring bronze, trembling into life :

“ Surely, never were the circumstances of a nation’s birth so propitious to all that is pure in motive, and great in achievement, and redundant in the means of universal happiness. Never before was a land so consecrated to knowledge and virtue.”

“ The experience of the ages that are past, the hopes of the ages that are yet to come, unite their voices in an appeal to us: they implore us to think more of the character of our people than its numbers; to look upon our vast natural resources, not as tempters to ostentation and pride, but as means to be converted by the refining alchemy of education, into mental and spiritual treasures. They supplicate us to seek for whatever complacency or self-satisfaction we are disposed to indulge, not in the

extent of our territory, or in the products of our soil, but in the expansion and perpetuation of the means of human happiness; they beseech us to exchange the luxuries of sense for the joys of charity, and thus give to the world the example of a nation, whose wisdom increases with its prosperity, and whose virtues are equal to its power. For these ends, they enjoin upon us a more earnest, a more universal, a more religious devotion of our exertions and resources, to the culture of the youthful mind and heart of the nation."

Respectfully submitted.

R. C. WATERSTON, *Chairman.*

HENRY A. DRAKE,

E. D. G. PALMER,

ORIN T. WALKER,

JOSEPH D. FALLON,

SALEM T. LAMB,

CALVIN G. PAGE,

*Committee.*

Attest,

BARNARD CAPEN,

*Secretary, &c.*

REPORTS

OF THE

COMMITTEES ON THE HIGH SCHOOLS,

FOR THE SCHOOL YEAR ENDING SEPT. 2, 1866.





## LATIN SCHOOL.

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Agreeably with the requirements of the Rules of the School Board, the Committee on the Latin School respectfully present the following as their Annual Report for the school year which terminated in September 1866.

During the year, the several quarterly examinations were made in their proper seasons, and the public exercises and exhibitions of the school were attended by the Committee. In making the visitations to the school, the several rooms were submitted to special committees, so arranged as to give to the Committee the best opportunity for judging of the positive and relative progress of the pupils in all of the different departments of the school, by obtaining the necessary information relating to the pupils of the several classes and to their teachers. These committees were twenty-eight in number, which gave four committees to each room, corresponding with the number of school quarters in the year, and afforded a special opportunity for each of the Committee to have a charge of at least three rooms during a portion of the school year.

By the visitations and examinations, it was satisfactorily ascertained, that the pupils had in general made

good progress in their studies, and the school had been conducted in its usual excellent manner; and the results had been such as to reflect the highest credit upon the able and enthusiastic corps of teachers, and keep up the high standard of the school and its reputation for elementary drill.

In July, the first class was examined with special reference to the awarding of the Franklin medals; and, after a patient investigation of the claims of the young gentlemen to the distinction, seven pupils were selected, who, for their proficiency in the studies of the class for the year, were deemed worthy of this mark of merit. The medals were awarded to —

Joseph Healy, aged 17 years.

Otis Norcross, Jr., aged 18 years.

Otis Granville Robinson, aged 20 years.

Walter Shepard, aged 17 years.

James Clark Jordan, aged 16 years.

Frank Walcott Robinson, aged 18 years.

Frederic Henry Viau, aged 18 years.

Diplomas of graduation were conferred upon nine young gentlemen, who had fully completed the course of study in the school, in July. Of those who left the school at the close of the academic year, thirteen entered Harvard College, two Williams College, one Tufts College, one Yale College, and one the Chandler Scientific School.

The Lawrence Prizes, and those provided for by the Latin School Prize Fund, were awarded in May to such individuals of the several classes as had become entitled to them by meritorious behavior and a proper profi

ciency in their studies. A list of these prizes, and the names of those who received them, will be found in another part of the document of which this Report forms a portion.

The principal object of the Latin School, as has been stated in previous Reports, is not only to give a good elementary education in the English studies usually acquired at school, but also to prepare young men for college, by giving them the most thorough instruction in the rudiments of the Latin and Greek languages. A pupil can enter the Latin School, by the present rules of the School Board, at the age of ten years; and, although the usual number of years for accomplishing the objects of the school is six, one or more years can be saved by extra diligence in pursuing the studies of the course; and, in cases where it is desirable, pupils can remain another year. Although an out-of-school lesson which would occupy the pupil from one to two hours a day is necessary in most instances, no pupil is required to perform such work, if his parent should prefer otherwise, and intimate his wish in a written request. It must, however, be apparent to any discerning person, that a boy without the extra out-of-school study cannot be expected to compete with those who devote the additional time to study, nor be ready for college as soon. Short-course divisions have been formed in the school; so that young gentlemen who prefer to complete the course of the Grammar Schools before studying the languages can do so, and subsequently receive the benefit of the teaching of the Latin School.

The school at present has one master, two sub-masters,

five ushers, and an instructor of the French language ; the French teacher being a native of France, and the other instructors college graduates. The statistics of the school during the year that terminated in July last are as follows : The number registered during the year was 330. The number of pupils admitted was 120, of which 73, with an average age of 13.2 years, were received from the public schools of the city ; and 47, whose ages averaged 13 years, were from other sources. The following table will exhibit the number admitted from each of the public schools, with the average age of those from each school :

SCHOOLS.	No. Admitted.	Average Age.
Adams . . . . .	5	12
Bigelow . . . . .	4	13
Brimmer . . . . .	23	13.8
Chapman . . . . .	3	12.8
Dwight . . . . .	7	12.5
Eliot . . . . .	4	15
Lawrence . . . . .	3	11.6
Lincoln . . . . .	3	13.6
Mayhew . . . . .	5	11.9
Phillips . . . . .	8	14.1
Quincy . . . . .	8	12.9
Total . . . . .	73	13.2

During the school year, 82 were discharged. The largest number of pupils present at any one time was 271. The largest average attendance for any one month (January) was 267, and for the year 253; the average number belonging to the school during the year being 263.

Two ushers have left during the year, and Messrs. J. W. Chadwick and C. G. G. Paine have been appointed to their places. M. Edouard Coquard, the French teacher, also resigned his place, which has been satisfactorily filled by the appointment of M. Prospère Morand.

The Committee cannot close their Report without alluding to the high honor which has been bestowed upon the school during the year. Williams College, one of the distinguished seminaries of learning of this commonwealth, at its last commencement, conferred upon Mr. Gardner, the learned master of the school, the honorary degree of Doctor of Laws. This was a well-deserved distinction for the thorough teacher, and also a recognition of the high standing of the school over which, as master, he has so long, so faithfully and so conscientiously presided.

According to requirement, the school-house and the premises connected with it have, from time to time been examined and found in good condition.

For the Committee.

NATHANIEL B. SHURTLEFF,

*Chairman.*

Boston, September 1866.



## ENGLISH HIGH SCHOOL.

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IN presenting the Annual Report required by the regulations, the Committee on the English High School have much satisfaction in being able to say that throughout the year the School has been in excellent condition in all its departments, and the progress made by all the classes in the studies assigned to each has been equal to that of any preceding year, and fully up to the requirements of the Board. The School opened at the beginning of the school year, in September 1865, with two hundred and fifty-six pupils, the largest number ever attending at any one time. The average attendance has been good throughout the year, and though, as usual, some have left without completing the course, to enter into various employments, the number of these is less proportionally than in some former years. Forty-five Lawrence Prizes were distributed to different members of the several classes, and seven Franklin Medals to members of the graduating class. The exercises of the graduating class at the annual exhibition in July were satisfactory, and were attended by a large number of the parents and friends of the pupils. The examination of this class in the studies of the third year,

particularly in Astronomy, Navigation, Surveying, and the various departments of Natural Philosophy was specially worthy of commendation. This examination was a perfectly honest one; no one of the pupils having any knowledge or intimation of the questions that would be put to him. Indeed most of the questions or problems in Navigation, Natural Philosophy, etc., were on separate strips of paper, which were handed round in a bundle or pile, each pupil drawing out one. It was therefore, not an arrangement, but a matter of the merest accident what question or problem any one would get. Yet they were almost universally correctly answered or solved, and by their statements of the methods or processes of thought by which the solution was reached, the pupils showed a clear apprehension of the general subject, and of the particular point involved in the question or problem. The original essays or orations delivered by a portion of the graduating class, taken as a whole, were not, perhaps, marked by so much force of thought or style, nor spoken with as much graceful and earnest oratory, as those to which we have listened on some former occasions, yet they were manly, honest, and pervaded by a high tone of moral feeling and principle; and one remark made by Mr. Sherwin, for so many years the honored and useful Principal of the English High School, shows that the thirty-six young men whom we dismissed from that institution in July have characters — largely, we may believe, the result of intellectual and moral culture there acquired, — which fit them to be honorable and useful members of society. “No one of these boys” said Mr.

Sherwin, "has been punished, or done any thing requiring punishment; and in any little irregularities that have sometimes occurred, they have each and all been perfectly honest in admitting their share in it. Not one of them has ever said or done anything, that could give me the shadow of a shade of suspicion that he wished to deceive me, or wished to conceal any thing from me. They are thoroughly honest boys, and therefore I am confident they will make thoroughly good and honest men."

During the recent vacation, which closed the school-year, the English High School has suffered a great loss by the resignation of the youngest usher, Thomas Sherwin, Jr. At the opening of the school, in September 1865, the increased number of pupils authorized and required an additional usher, and Col. Sherwin, a former pupil of the school, a graduate of Harvard College, and a brave and patriotic soldier during the war, was unanimously appointed by the Committee and confirmed by the Board, and during the past year he has exhibited such admirable qualities, such singular aptitude for his work, and exerted such an excellent influence in his position, that the Committee hoped that he would devote himself to teaching as a profession, and give the High School the benefit of his services for many years. They accepted his resignation with reluctance and regret. Mr. Edwin A. Adams has been appointed usher in the place of Col. Sherwin, and should the whole number of those who have been admitted at the recent examinations actually join the School, the new class will be so large as to require still another usher; in which case, the Commit-

tee propose to appoint Mr. Albert Hale. At these examinations, two hundred and eleven candidates have been examined, of whom eighteen were rejected, and one hundred and ninety-three admitted. All these, however, will not probably join the School, as almost every year there are some ten or fifteen boys, who come simply to be examined and obtain certificates of admission, which they subsequently use as testimonials of their qualifications, and procure through them good situations in counting-rooms and stores. This fact, however, and the largely increased number of pupils, are gratifying evidences of the increased interest felt by the public in the English High School, and a more just appreciation of its importance and usefulness as one of the instrumentalities of a thorough and progressive education in our city; an appreciation which, as it is justly deserved, the Committee hope they are not mistaken in interpreting as prophetic of the time, which ought speedily to arrive, when the English High School shall annually receive from the Boys' Grammar Schools of the city, not two hundred simply, but twice or three times that number.

Respectfully submitted for the Committee.

S. K. LOTHROP,

*Chairman.*

SEPTEMBER, 1866.

## GIRLS' HIGH AND NORMAL SCHOOL.

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The Committee on the Girls' High and Normal School respectfully report that Professor P. Morand has been appointed teacher of French, and Professor E. C. F. Krauss teacher of German, in place of M. E. Coquard and Mr. P. Willner, who resigned their situations. Miss Adelina I. Baker and Miss Ellen R. Crosby, both graduates of this School, have succeeded Mrs. M. N. Pritchard and Miss A. G. Porter, as teachers in the Primary Schools connected with the Training department.

The whole number of scholars registered during the year was three hundred and thirty-five; the largest number present at any one time, three hundred and twenty-five; the largest average attendance in any one month was three hundred and fourteen, in September; the average number belonging during the year, two hundred and ninety-four; and the average attendance for the year, two hundred and eighty-six. During the previous year the average number belonging was three hundred and eight, and the average attendance, two hundred and ninety-eight. This slight decrease in the number of scholars was owing to the fact that of one

hundred and seventy-three examined in 1865, only one hundred and thirty-three were admitted. At the examinations in July and September 1866, one hundred and ninety-two candidates were presented; one hundred and twenty-three were admitted on their first examination, thirty-one after a second trial, and eighteen on probation, making the whole number admitted one hundred and seventy-two. This increase in the number of those who desire to enjoy the privileges of the School, is a gratifying proof of the high estimation in which it is held. Many applications for admission are made by young ladies from other places, who are attracted by the superior advantages offered to those who wish to become teachers, as well as to pupils desiring a better education than it is possible to obtain in other cities and towns. The number of non-resident pupils in the past year was sixteen, ten of whom paid the cost of tuition, \$48.00 per annum. The others were excused from this payment by the Committee.

There are now eight in the advanced class, eighty-two Seniors, ninety-one in the Middle Class, and one hundred and fifty-one Juniors, making three hundred and thirty-two in the School. The class soon to be organized in the Training School will contain about thirty scholars.

The Junior Class is divided into five sections, the Middle into three, and the Senior into two. Every room is occupied and extra seats have been provided to accommodate the increased number of scholars. Each section is under the charge of one teacher, and during school hours remains in her room, except when sent to the hall or lecture room for special or general exercises.



Every teacher instructs other sections besides her own in the branches of study assigned to her, and there is an interchange of instructors at the end of every hour. This combination of the class and departmental systems produces admirable results. While it provides the best instruction in the several studies, it does not deprive the scholars of the watchful care of a teacher to whom they may go for advice and direction.

During the past year great progress has been made in developing the resources of this institution, enlarging its objects, increasing its usefulness, and separating the Normal Department from the High School. When founded, fourteen years ago, this was a Normal School for the education of teachers, but before two years had passed it was determined to open the School to those who did not desire to teach, and to give to the daughters of our citizens advantages equal to those which their sons enjoyed in the Latin and English High Schools. Incidental instruction in the best methods of teaching was given with almost every recitation, and there were teaching-exercises throughout the year for the Middle Class. The careful, harmonious development of all the powers of the mind was considered the best preparation for the teacher's duties. The necessity of professional training and practice then began to be felt, and in 1864 the Training School was established. The School is now divided into two distinct departments, the Girls' High School in Mason Street, and the Normal or Training School in the Shattuck School-house in Somerset Street, both under the charge of the same Master and the supervision of the same Committee.

In the Mason-Street School, besides the Master, there are eleven female assistants, and five male teachers who gives lessons in Drawing, Music, French, German, and Vocal and Physical Culture. The pupil is carried on from the elementary studies of the Grammar Schools through a three-years course, embracing History, English Literature and Rhetoric, the Latin, French and German Languages, Music and Drawing, Mathematics, Natural Philosophy, Chemistry, Astronomy, Botany and Geology. One object continually kept in view, is the preparation of the scholars for their professional education in the Training School. Penmanship is taught on the Duntonian system in such a manner as to qualify the pupil to become a teacher, and the discussions in English Literature and other studies give to every scholar practice in expressing her ideas accurately and carefully. But since the establishment of the new department, it has appeared to the Committee useless to devote so much of the time of the Middle Class to teaching exercises, and they have decided to substitute instruction in Book-keeping by double entry. In every class there are found young ladies who, with excellent capacity and general mental cultivation, do not possess that peculiar combination of intellectual and moral powers which appears to be essential to a good teacher, and it is not easy for them to obtain schools. The last few years have opened new employments for females, and they are now to be found in large business establishments, acting as cashiers, accountants and book-keepers. Your Committee find, upon inquiry, that they are well fitted for these occupations and give satisfaction to their employers. Six of our female

teachers kindly consented to take lessons in book-keeping the last year, and devoted to the study many hours that would have been given to rest and recreation. They will this year begin to instruct the scholars in this most valuable branch of knowledge, useful not only to those who desire to avail themselves of it in mercantile pursuits, but to all who wish to keep an account of their own receipts and expenditures.

The Normal department is under the immediate charge of Miss Stickney, who is assisted by Miss Duganne. The building in which its sessions are held is light, airy, cheerful, commodious, and in a quiet, pleasant neighborhood. In the estimation of the Committee, very little would be gained by uniting the two branches of the Schools under one roof, and many advantages would be lost by leaving the Shattuck School-house. The scholars are generally graduates, or members of the Senior Class, but pupils are received from other schools in Boston, and from other places, if they are found to be well prepared, and have a love for their profession. The instruction given here is exclusively for those who are to be teachers, and opportunities for carrying the best systems of education into practice are given in the Primary Schools in the same building. The scholars are allowed to visit other schools, and to act as substitutes or as temporary teachers. When this School was first established, it was, in many respects, a venture upon new ground, and it was regarded by many as a mere experiment of doubtful utility. The course was limited to six months. Twenty-five young ladies entered the first class; twenty-one of

them graduated, and it is believed that eighteen of them are now engaged in teaching. The second class consisted of twenty; thirteen of whom graduated, and ten are employed as teachers. The second year opened in September 1865, with nineteen scholars. Eighteen were added to these in December, and the course was extended to a whole year. Twenty-one graduated, and seventeen have already obtained employment. Those who are found to be eminently fitted for their profession are allowed to accept situations before the end of the year, and the few who evidently cannot succeed in school-keeping are kindly advised to devote themselves to other pursuits. The Primary Schools in the Shattuck School-house have been better attended than ever before. Scholars from any part of the city are received, and instructed by the new and improved methods of the present day. On the 12th of June this department was visited by several gentlemen interested in education, who, in their addresses to the scholars, declared that they were highly gratified with the proficiency of the young ladies, and with the animation, carefulness and judiciousness of their manner of teaching. We must regard the Training School as no longer an experiment, but a permanent and indispensable part of our school system.

To give value to the testimonials granted to those who complete the course with credit, the Board has passed the following order, putting our graduates on an equality with those who, having passed an examination for the office of teacher, are placed upon a list of approved candidates.

## IN SCHOOL COMMITTEE.

JUNE 12, 1866.

*Ordered:* — That the Superintendent shall keep a list of graduates of the Girls' High and Normal School who desire to obtain situations as teachers, and any District Committee may appoint from those named in that list Assistants for Grammar Schools or Primary School teachers without further examination.

The condition of the School in both departments was never more satisfactory than it is at the present time. The teachers aim at something more than merely hearing recitations and imparting information. They endeavor to develop and strengthen the mental faculties of their pupils, to induce them to study, think and reason, and to lead them to reproduce an author's ideas in their own minds instead of merely remembering his words. In some of the studies no text-books are used. The scholars investigate the subjects assigned to them and consult the best authorities in the Public Library, which has become an important part of our system of public instruction, and essential to the success of the system pursued in this School. This method of teaching, while it makes whatever is learned a sure and lasting possession, does not present to a casual visitor an exercise as brilliant and entertaining as one in which the teacher assumes a more prominent part, skilfully supplying the pupil's deficiencies, and bringing forward the most brilliant scholars. It has been asserted by those who have had opportunities of comparing the graduates



of this School with those educated elsewhere, that, in thorough and sound mental culture, this institution excels all others of the same class. If, in corresponding schools in other cities, greater progress is made in certain branches, it is because the standard of admission is higher and more hours are devoted to study out of school. In Philadelphia, a city more than three times as large as Boston, there is but one Girls' High and Normal School, with no more pupils than there are in this School. At one examination seventy-two per cent was required for admission, and of one hundred and forty examined, only seventy-two were admitted. No one can receive a diploma there without obtaining a combined average of eighty-five per cent.

Our rules allow of no exhibitions, prizes or medals. The younger scholars do not all love study for its own sake, or estimate the value of their privileges. They miss the stimulus and excitement to which they have been accustomed in the Grammar Schools. They come to this School weary and languid, suffering from the nervous depression that follows the overstraining of all the faculties in the strife for the City Medals. It is hoped that hereafter the graduates of the Grammar Schools may be ready to enter upon their new career with interest, and to pursue it with active and persevering energy. May not the lassitude and apparent indifference of the pupils be in some measure attributed to the absence of proper ventilation in their own homes and in our school-houses of every grade? The Committee have been led to believe that the want of animation is to be traced back to causes existing previous to the admission of the pupils,



by observing that, in the last part of the course, there is no want of interest in the studies and recitations.

The exercises of public week were of a high order, especially those on "Corneille," "Charlotte Brontë," "Ballads," "The Closing Scenes of the Rebellion," "Glaciers," "Earthquakes," "the Moon's Orbit," "Music," "Pompeii," and "The Trees on the Common." The reading and singing were excellent, and the object lessons given by two pupils from the Training School attracted much attention. On this occasion the School was addressed by the Hon. Richard Warren, of New York, Professor Lincoln, of Brown University, George W. Minns, Esq., Principal of the State Normal School of California, and by members of our City Government. The number of graduates was seventy-three.

In our last annual Report this Committee recommended that an application should be made to the Board for a new edifice, in a better situation. The reasons for leaving Mason Street are, that it is noisy, is rapidly becoming a place of business, and is not a suitable location for a girls' school. The building was not erected for this institution, and is not well heated or ventilated. The hall is not adapted to music, physical exercises, or the reading of essays and lectures, being low, gloomy, and directly on the street. The Committee, after visiting every lot which it was possible to obtain, and which seemed in any respect desirable, agreed in considering the lot belonging to the city on the corner of Berkeley and Newbury streets as the only one suitable for the purpose. It is more nearly central than any other proposed, being near to the new portion of our city, where

the dwelling-houses to accommodate its rapidly-growing population must be built, and distant from the eastern section, which sends very few scholars. It is not far from Boylston Street, the geographical centre, which may be reached by horse-cars from every part of the city. It is in an unexceptionable neighborhood, quiet and open to the sun and air, and in the immediate vicinity of the Society of Natural History and the Institute of Technology, both of which will give gratuitous instruction to our teachers and scholars.

This subject was referred to the Committee on School-houses, who presented an able report in favor of applying to the City Council for a school-house on the proposed lot, and a vote was passed by the full Board, requesting that a building, not more than three stories in height, should be erected on the corner of Newbury and Berkeley streets. The Committee on Public Instruction in the City Council have also unanimously decided in favor of this location. Plans for a school-house, one hundred and fifty feet by ninety, have been drawn, and are now in the hands of the Committee on Public Buildings, who will probably soon report to the Council.

East Boston is so remote from even the centre of the city proper, that the Board authorized the establishment of a Branch of the Girls' High and Normal School in the Island Ward, if a class could be formed of not less than twenty pupils. But it was found that almost every scholar admitted from East Boston, preferred to attend the school in the city, and the branch school has not gone into operation. The objections to sending young ladies such a distance, over a ferry and through

business streets, might be obviated by providing a special horse-car at the expense of the city, for those scholars from East Boston, who attend the Girls' High and Normal School.

To show what this School has accomplished in the fourteen years that have elapsed since its foundation, we refer to the statistical tables appended to this report. It was ascertained in June last that of five hundred and twenty-five female teachers employed in our public schools, two hundred and six were educated in this School, and many of the others received their appointments before our first class graduated eleven years ago. That in some of the districts, teachers from the country, older, more experienced, and distinguished, perhaps, above all others in their own towns, should be preferred to the youthful graduates of this institution, is not strange. When these young ladies have gained practical knowledge in school government, their professional training will make them superior to all others.

Among our noble educational establishments, this school holds an eminent position. It is the only public High School for girls in this city ; the only Training School in the Commonwealth ; the first, as far as we know, that has made the preparation of young ladies for mercantile pursuits, one of its prominent objects. The City of New York, which educates free of charge, two hundred and seventeen thousand children, and carries boys through a collegiate course, has no Girls' High and Normal School ; and, for several years, the gentlemen in charge of the public schools have urged the establishment of an institution where teachers may be fitted for

their duties by professional training, as well as by scholastic attainments. Philadelphia and Baltimore have nothing corresponding to our Training Department.

It has been the design of the Committee to keep pace with the wants and progress of the age, to provide our city with good teachers, and to give all the daughters of our citizens, without cost, that intellectual, physical and moral culture which will make them wise, useful and happy. This School deserves a building suitable for its noble purposes, and which will be an honor and an ornament to the City of Boston.

For the Committee.

HENRY BURROUGHS, JR.,

*Chairman.*

BOSTON, SEPTEMBER 1866.

*Number admitted to the Girls' High and Normal School, from different schools, in each year, from September 1852, to September 1866, inclusive.*

NAMES OF SCHOOLS.	1852-3.	1853-4.	1854-5.	1855-6.	1856-7.	1857-8.	1858-9.	1859-60.	1860-61.	1861-2.	1862-3.	1863-4.	1864-5.	1865-6.	1866.	Total.
Adams . . . . .	..	..	..	..	..	4	4	8	5	9	4	4	5	3	6	52
Bigelow . . . . .	9	10	7	7	9	4	8	11	4	10	12	7	6	7	5	116
Bowditch . . . . .	..	..	..	..	..	..	..	..	..	4	6	3	4	2	5	24
Bowdoin . . . . .	14	13	14	7	14	12	17	13	10	18	16	10	8	16	17	199
Boylston . . . . .	2	4	..	1	1	..	2	2	2	..	..	..	..	..	..	14
Chapman . . . . .	8	3	4	5	9	4	4	12	7	1	7	8	6	11	5	94
Dwight . . . . .	2	1	4	6	4	8	8	8	8	..	..	..	..	..	..	49
Everett . . . . .	..	..	..	..	..	..	..	..	..	13	9	20	16	21	28	107
Franklin . . . . .	8	4	7	9	5	12	10	20	13	14	13	17	12	10	17	171
Hancock . . . . .	4	5	2	6	13	9	8	13	12	8	16	9	10	12	9	136
North Johnson . .	5	6	6	..	..	..	..	..	..	..	..	..	..	..	..	17
South Johnson . .	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..	5
Lawrence . . . . .	..	..	..	..	5	1	1	5	4	7	3	6	4	6	1	43
Lincoln . . . . .	..	..	..	..	..	..	..	..	7	7	7	7	8	7	4	47
Lyman . . . . .	4	11	5	10	3	2	3	1	4	3	2	4	4	3	2	61
Mather . . . . .	3	4	2	..	..	..	..	..	..	..	..	..	..	..	..	9
Otis . . . . .	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Wells . . . . .	13	6	4	14	6	6	7	16	8	12	7	8	6	4	14	131
Winthrop . . . . .	8	4	3	18	11	14	10	14	21	22	24	17	14	10	17	207
Other sources . .	21	12	15	22	12	13	13	21	14	27	31	35	65	47	36	384
Total . . . . .	104	88	73	105	92	89	95	144	119	155	157	155	168	159	166	1869

*Appointments of Teachers from the Girls' High and Normal School,  
in each School District, from 1852 to Sept. 1, 1866.*

NAMES OF SCHOOLS.	High.	Grammar.	Primary.	tal.
Girls' High and Normal .....	13.	..	2	15
Adams .....	..	2	2	4
Bigelow .....	..	5	13	18
Bowditch.....	..	12	2	14
Bowdoin .....	..	4	5	9
Boylston .....	..	15	12	27
Brimmer .....	..	9	8	17
Chapman .....	..	14	17	31
Dwight and Everett.....	..	29	9	38
Eliot.....	..	12	10	22
Franklin .....	..	14	6	20
Hancock .....	..	9	6	15
Hawes .....	..	1	..	1
Lawrence .....	..	8	11	19
Lincoln .....	..	2	9	11
Lyman .....	..	2	6	8
Mayhew.....	..	3	4	7
Phillips .....	..	10	1	11
Prescott.....	..	3	3	6
Quincy .....	..	12	8	20
Wells .....	..	4	3	7
Winthrop .....	..	22	13	35
Total.....	13	192	150	355



*Appointments of Teachers and Substitutes from the Girls' High and Normal School, in each year, for the several grades of schools.*

YEAR	Primary.	Grammar.	High.	Total in City Schools.	Other Schools.	Total.	Substi- tutes.
1852-53....	1	1	..	2	..	2	3
1853-54....	1	5	..	6	4	10	11
1854-55....	2	5	..	7	6	13	17
1855-56....	8	11	3	22	11	33	10
1856-57....	8	13	2	23	18	41	16
1857-58....	13	12	..	25	21	46	49
1858-59....	11	21	1	33	12	45	63
1859-60....	10	15	3	28	16	44	82
1860-61....	20	32	1	53	13	66	76
1861-62....	17	19	..	36	10	46	127
1862-63....	15	18	2	35	9	44	124
1863-64....	12	12	1	25	16	41	45
1864-65....	18	14	..	32	25	57	84
1865-66....	14	14	..	28	15	43	14
TOTAL....	150	192	13	355	175	530	721

*The number admitted to the Girls' High and Normal School in each year since 1852, and the number of graduates and of those who became teachers in each class.*

ADMITTED.		Graduated.	Became Teachers.
1852.....	104	28	49
1853.....	88	22	39
1854.....	73	23	32
1855.....	105	25	48
1856.....	92	30	42
1857.....	89	28	32
1858.....	95	39	41
1859.....	144	57	46
1860.....	119	46	32
1861.....	155	58	29
1862.....	157	59	14
1863.....	155	46	8
1864.....	168	..	2
1865.....	159	..	..
1866.....	166	..	..
Total.....	1,869	461	414



REPORTS  
OF THE  
SUPERINTENDENT OF PUBLIC SCHOOLS,  
FOR THE YEAR ENDING SEPT. 2, 1866.



## TWELFTH SEMI-ANNUAL REPORT.

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*To the School Committee of Boston:*

GENTLEMEN, — In conformity with the requirements of your Regulations, I respectfully submit the following as my Twenty-fourth Report, the Twelfth of the semi-annual series.

In the course of the last half-year I have made about *six hundred* visits to the different schools. All of the Primary schools were visited once, and a considerable number of them more than once. I have no rule as to the length of time to be devoted to a visit. When I enter a school-room I do not know whether I shall remain an hour or five minutes. The length of the visit depends on circumstances. My aim is, in the first place, to get a correct idea of the condition of things, — to see the school in its normal state. Then I endeavor to find out what has been attempted, and what has been done, by the teacher, and to get an insight into the spirit, style, manner, and method of the processes which are carried on. And, finally, if there is time, and circumstances seem to render it desirable, I conduct some exercises, or say something to the pupils, or throw out some hints or suggestions for the consideration of the teacher. Everywhere the teachers invite friendly criti-



cisms and advice, and this they are the more inclined to do just in proportion as they are made to feel that their merits are duly appreciated.

On the 30th of January a general meeting of the Primary Teachers was held at the Normal Hall. Nearly all the teachers were present; the absentees rendered satisfactory excuses. All were requested to write me stating whether they were present, adding such remarks and suggestions and making such inquiries respecting the wants and interests of their schools as should seem to them proper or desirable. Many of the communications received in compliance with this request were highly creditable to their authors, evincing good judgment, an earnest devotion to the work, and a proper appreciation of the responsibility of the teacher's office. Several members of the Committee were present on the occasion, and two or three of them, by their well-timed and eloquent addresses, greatly pleased and encouraged the teachers. There seems to be no question as to the usefulness of these meetings, and in accordance with the advice of members of the Committee who have attended them, it is my purpose to hold them more frequently in the future.

The Primary Schools are in a prosperous condition. From year to year I can see a steady and constant progress, both in the methods and spirit of instruction and in the character of the discipline. And I wish it distinctly understood that I did not recommend the plan of extending the supervision of the Grammar Masters over these schools because I considered them in a bad condition, or their teachers, with very few exceptions,

unfaithful to their trust. I know that these schools are doing well, and I have not words to express my satisfaction in contemplating what is doing in a vast majority of them. But while I feel confident of the present good condition of these schools, as a whole, I am equally confident that they would become still better, if the proposed plan of placing them under the supervision of the Grammar Masters should be adopted.

Mr. Mason is doing an admirable work in these schools in teaching vocal music. Wherever he enters a school, and gives the pupils a lesson, he affords a model for the imitation of the teacher in conducting all teaching exercises. But there is a great difference in the results of his labors in different schools and districts, owing solely to the different *degrees of interest* with which the teachers enter into his views and plans of teaching. Some teachers erroneously imagine that they have nothing to do towards carrying forward music in their schools,—that Mr. Mason is to do all, and so while he is engaged in giving lessons to show them how the exercises should be conducted, they are engaged in conversation, or otherwise occupied. But this will all be remedied in due time. It is worth while to observe that those teachers who sing the best, do not, by any means, as a matter of course, have the best singing in their schools. It is those who are the most truly enthusiastic and earnest teachers. In some schools, where the teachers cannot sing at all, the pupils sing well.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, March 1865, and the average number to each school in the respective districts :

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams .....	8	70	8.7	Hancock....	19	110	5.7
Bigelow ....	13	137	10.5	Lawrence ..	17	155	9.1
Bowditch ...	10	46	4.6	Lincoln.....	13	111	8.5
Bowdoin ....	8	52	8.5	Lyman .....	10	62	6.2
Boylston ....	14	79	5.6	Mayhew ....	10	73	7.3
Brimmer ....	16	142	8.8	Phillips.....	9	47	5.2
Chapman ...	10	63	6.3	Prescott....	7	13	.8
Dwight .....	6	59	9.8	Quincy .....	17	116	6.8
Elliot.....	17	104	6.1	Wells .....	12	91	7.5
Everett .....	10	72	7.2	Winthrop...	14	111	7.9
Franklin ....	17	142	8.3	Training....	3	12	4.0

The statistics of the Grammar Schools are exhibited in the accompanying tables. It will be seen that the per cent of attendance was *ninety-four and six-tenths*. This is certainly as high an average as ought to be expected, but I could wish that the schools might have a little more uniformity of percentage of attendance. There has been for some years a difference of about six per cent attendance between the schools at the top of the scale and those at the bottom. This is not a very wide range of difference, but it is greater than ought to exist constantly between particular schools of the same grade, provided the mode of keeping the records is the same in all schools as is now provided for in the Regulations. The probability is that a few schools expend rather too much effort on attendance, while about the same number expend rather too little. The statistics of tardiness are not reported to this office, and perhaps it is

not necessary that they should be. Most of the masters, certainly, if not all, require their assistants to report to them their cases of tardiness, and take all needed pains to secure punctuality of attendance.

Although I am happy to give my testimony to the great general excellence of these schools, I cannot honestly say there is no room for improvement. *I should be glad to see in them more of teaching and less of the mere hearing of recitations, especially in the lower classes.* Tasks are good; but there are other good things besides. We must understand that a school wholly devoted to task-work, and the memorizing of text-books, cannot be a first-rate school. All the high pressure, or nearly all, that is injuring the girls in private and public schools, of all grades, results from the attempt to learn things that had better not be learned at all,—certainly not in the way they are learned. Writing and spelling occupy much of the time in the high division of the Grammar Schools. I can see no real necessity for this. With all our facilities for teaching, these branches ought to be learned sufficiently well before the pupils reach the graduating class. This would be the case if the masters were not chained to the first divisions of their schools.

Professor Monroe is making excellent progress in his department. He is teaching, so far as he can, the graduating classes, and all the teachers in both the Grammar and Primary Schools; and, besides this, he is inspecting the processes of the teachers in the application of his system to their respective classes. It seems particularly desirable that he should extend his teaching to the Latin and English High Schools. We can-

not well overrate the value of his instructions in our schools.

The Training School is doing a good work. The graduates are doing well. They bring to the work of teaching a professional enthusiasm and an understanding of the business, which are not often found in young teachers who have not had the advantages of such a training. It seems to me that there is not quite the readiness on the part of Committees and masters to encourage the graduates by giving them a trial, which ought to be expected. The Primary model department, consisting of three schools, is in all respects successful. The pupils sent to the Grammar Schools passed an excellent examination, and parents in the neighborhood, who have been accustomed to patronize Private Schools, are sending in their children. Its influence as a school of observation for our Primary teachers, who are constantly visiting it, is eminently beneficial. No teacher who possesses even the smallest degree of intelligence and enterprise, can, after witnessing the proceedings in those schools, go back to her own school and continue contentedly in the dry, dull routine method which in former times characterized Primary School instruction. It is but just to mention, in this connection, that the Primary Schools in Poplar Street have exerted a powerful influence in the same direction, as schools of observation.

#### SUPERVISION OF SCHOOLS.

It is now more than a year since I recommended to the Board the adoption of a measure for the improvement of the supervision and management of our schools.

The plan consists substantially of a change in the duties of the masters of the Grammar Schools, by making them principals of the Primary Schools of their respective districts as well as of the Grammar Schools, and relieving them to some extent from the immediate instruction of the first division, to which they are now too exclusively confined. This recommendation was the result of many years' experience and observation in connection with our schools. It has been rendered necessary by the important changes which the system has undergone during the past twenty years. It is a remedy for previous remedies, and it is only by wisely applying remedy to remedy, successively, that we secure real progress. It has been received with much favor by judicious and experienced members of the Board,—even beyond my expectations. The Special Committee on the subject has prepared and submitted an admirable and exhaustive report upon it, which has been for several months before the Board. There is nothing to be added to the facts and arguments presented in this very able document, and I cannot but hope that the orders accompanying it will be adopted without alteration or amendment. I am more confident and earnest in urging their adoption in view of the fact that they do not involve any additional cost for instructors or buildings, nor any material change in the organization of the schools.

#### EXAMINATION OF TEACHERS.

In my third semi-annual report, the necessity of a better system of examining teachers was urged upon the attention of the Board. The points made were these :

1. The most important part of the business of man-



aging a system of Public Schools consists in the selection and appointment of teachers.

2. The mode of examination should be such as to encourage the competition of the best qualified candidates, and to give merit the preference over every other consideration.

3. The system of examination provided in our regulations is not calculated to accomplish the objects desired.

4. A radical change in this respect is needed.

5. The plan recommended is the appointment of a Standing Committee or a Board of Examiners, whose duty it shall be to examine all candidates for teachers of every grade, the District Committees being still permitted as now to nominate all subordinate teachers, their choice being limited to those candidates who have been examined and approved by the said Committee on Examinations.

The Committee on Rules and Regulations, to whom these suggestions were referred, reported in favor of the adoption of the proposed plan, and submitted orders for the action of the Board, providing for the appointment of a Standing Committee on Examinations, to consist of twelve members, one from each ward of the city, the delegation from each ward being empowered to designate the one of their number whom they wish to have placed on the Committee, and prescribing the duties of said Committee and its mode of organization. These orders were discussed to some extent in the Board, and were strongly favored by a large number of the members, but they were not disposed of in such a way as to satisfy me of the intention of the Board wholly to abandon the idea of instituting an efficient system of

examining candidates for teachers. And having reason now to believe that if the orders were again to come up and receive due consideration, they would be adopted, possibly with some amendment, I therefore venture to hope that they will, at some favorable opportunity, be brought forward for discussion. To my mind it is very clear that we shall not derive the full advantage of paying liberal salaries, unless we so regulate our mode of selecting teachers as to invite the best talent to the competition for the vacancies to be filled. That our present practice in this respect is all that could be desired, I think no one will undertake to affirm. In several districts there has been no competitive examination of candidates for five or six years, and perhaps for even a longer period.

#### CHECKS AND CREDITS.

In our High Schools, and in most of the classes in our Grammar Schools, the rank of each pupil is kept by means of checks and credit, or marks for conduct and recitations; and in estimating rank, it is usual to combine the marks for scholarship with the marks for deportment. There are several objections to the system, as at present managed.

1. To mark for each recitation is a great tax on the time and attention of the teacher, and diminishes, to a considerable extent, his direct teaching power. So far as the teacher becomes a mere hearer of recitations, so far this objection ceases to hold good.

2. The difficulty of discriminating with sufficient accuracy to do justice to the pupils.

3. The tendency of the system to make scholars

superficial, as the reward of rank is bestowed for passing the recitation, and not for what is treasured up and retained.

4. It is a perpetual temptation to practise deception, and it is probable that a very large proportion of pupils yield to the temptation sooner or later.

5. Conduct and scholarship are things totally unlike, and to add together the marks indicating these two distinct classes of merit to determine the sum total of the merit of a pupil, is a proceeding as irrational as that of adding the numbers representing the weight and height of a pupil to ascertain the cubical measure of his corporeal figure.

If marks for scholarship were kept distinct from marks for deportment, we should not have so many cases where pupils, who have ranked very high in Grammar Schools, make a surprising descent when put to the examination for the High Schools. I have no serious objection to the ranking of pupils in a school according to their conduct alone, if their merits and demerits are estimated with justice; nor do I object to ranking classes according to their scholarship alone, but it seems to me impossible to combine these two totally dissimilar elements so as to do justice. In support of this position, I am able to cite no less an authority than that of the University of Cambridge, in England. In speaking of the discipline at that famous seat of learning, Mr. William Everett says, "it is the grand principle that discipline has nothing to do with college rank." In illustration of this principle he cites a case "where a young man was so notoriously irregular in his attendance at chapel that the whole body of his college were determined to send him away for a term; but, as he was

expected to take very high rank in an approaching examination, they allowed him, in consideration of that, to remain till the examination was over, and then forced him to 'go down' at once."

Some teachers, fully appreciating these evils of the marking system, have adopted a substitute which has many considerations to recommend it. This substitute consists in determining the rank of pupils by a series of *examinations* at regular and not very distant intervals. This plan may have its objectionable features, though none have occurred to me. But it seems so much better than the present incongruous system, that I hope it may be fairly tried. If you examine a class thoroughly once a month, ranking the members according to the result, and then bestow the honors at the end of the year according to the results of the final examination, or according to the combined results of all the trials, it is evident that the medals would be more likely to go to the best scholars than they are on the present system.

It has been said that we cannot abolish the Franklin medal, because we have no legal right to abandon the trust implied in the acceptance of Franklin's bequest for the purpose of instituting the medal. But we are every year violating both the letter and spirit of that trust by bestowing the medals for deportment and as a means of discipline, taken in connection with merit in scholarship, when the terms of the bequest expressly provide that the medals shall be "given as honorary rewards," "for the encouragement of *scholarship*," and for nothing else. It may be well to bestow honorary rewards for good conduct, but they ought to be kept distinct from those awarded for proficiency in learning.

## SCHOOL ACCOMMODATIONS.

It appears by the Auditor's Report that the school-lots owned and occupied by the City amount to 638,540 square feet of land, or above fourteen and two-thirds acres, and that these lots, with the buildings thereon, have cost about \$3,000,000. The annual expenditure for school-houses and lots during the past thirteen years has been \$123,313.59, or about five dollars a year for each pupil belonging to all the schools. These statistics are highly creditable to the city. They prove beyond a doubt that the public sentiment here is strongly in favor of providing for school accommodations on a liberal scale. The following summary affords a general view of the size of the several lots, with the capacity of the buildings standing upon them, counting fifty-six seats for each Primary and Grammar school-room, exclusive of halls and recitation-rooms, and forty for each school-room in the High School buildings. The City Engineer has made accurate surveys and measurements of all the school-lots belonging to the city. From the data thus obtained, he has drawn elegant plans of these lots on a scale of ten feet to an inch, each being on a large sheet, showing everything located on the ground, including buildings, steps, and fences, and exhibiting the location of the adjoining lots and buildings, with the names of their proprietors. The streets and passage-ways on which the lots are situated are laid down, with their respective widths. These plans are to be bound and kept for reference in the office of the Superintendent of Public Buildings. It would be a great convenience to the members of the School Committee, both for the

present and future, if these plans could be engraved on a small scale and inserted in our Annual Report.

*Buildings for High Schools.*

LATIN AND ENGLISH HIGH, Bedford Street, 1844. Lot 14,237 feet; a story added in 1863; 4 stories; 2 halls; 12 school-rooms, and 500 seats.

GIRLS' HIGH AND NORMAL, Mason Street, 1848, built for a Boys' Grammar School. Lot 5,962 feet; additions in 1862, including 6,643 feet of land; whole lot 12,605 feet; one part 3 stories, the other 2 stories; 1 hall; 10 school-rooms.

*Buildings for Grammar Schools.*

ADAMS, East Boston, Summer Street, 1856. Lot 14,100 feet; 5 stories, including a basement; hall and 18 school-rooms; hot-air furnaces.

BIGELOW, South Boston, Fourth Street, 1849-50, Lot 12,660 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

BOWDITCH, South Street, 1861-62. Lot 12,006 feet; 4 stories; hall and 14 school-rooms; committee-room in basement; hot-air furnaces; Robinson's ventilators.

BOWDOIN, Myrtle Street, 1848. Lot 4,892 feet; 3 stories; no hall; 6 school-rooms, 6 recitation-rooms; each school-room accommodates the pupils taught by two teachers; double desks; hot-air furnaces.

BOYLSTON, Fort Hill, 1852-3. Lot 8,204 feet; 3 stories; hall and 10 rooms; hot-air furnaces.

BRIMMER, Common Street, 1843, story added in 1859. Lot 11,097 feet; 4 stories; hall and 14 school rooms; hot-air furnaces.

CHAPMAN, East Boston, Eutaw Street, 1849-50. Lot 13,040 feet; 3 stories; hall and 10 school-rooms; hot-air furnaces.

DWIGHT, Springfield Street, 1857. Lot 19,125 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard — used as play-ground; hot-air furnaces.



ELIOT, North Bennet Street, 1859-60. Lot 11,077 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

EVERETT, Northampton Street, 1860. Lot 32,409 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

FRANKLIN, Ringgold Street, 1859. Lot 16,439 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard, and used as play-ground; hot-air furnaces.

OLD FRANKLIN, Washington Street, 1845. Lot 15,073 feet; 3 stories; hot-air furnaces; occupied by branch of Quincy School, and also for ward room.

HANCOCK, Richmond Place, 1847. Lot 15,958 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

LAWRENCE, South Boston, Third Street, 1856. Lot 14,343 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard, and used as playground; steam-heating apparatus.

LINCOLN, South Boston, Broadway, 1859. Lot 17,560 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

LYMAN, East Boston, Meridian Street, 1846. Lot 13,616 feet; 3 stories; no hall; 6 school-rooms and 5 recitation-rooms.

MAYHEW, Hawkins Street, 1846, since re-modelled. Lot 9,625 feet; 3 stories; hall and 10 rooms; hot-air furnaces.

PHILLIPS, Phillips Street, 1861-62. Lot 11,190 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

PRESCOTT, East Boston, Prescott Street, 1865. Lot 40,000 feet; 3 stories; hall and 16 school-rooms; steam-heating apparatus.

QUINCY, Tyler Street, 1859-60. Lot 11,766 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

WELLS, Blossom Street, 1833. Lot, 6,890 feet; 3 stories; hall occupied by two classes, and 5 school-rooms; hot-air furnaces.

WINTHROP, Tremont Street, 1854-55. Lot 15,078 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

## PRIMARY SCHOOLS.

Districts.	Names.	Locations.	Size of Lots.	Rooms.
ADAMS .....	Oliver.....	Sumner Street.....	2,260 feet	2
" .....	Webster ....	Webster " .....	5,040 "	6
BIGELOW ....	Hawes .....	Broadway.....	7,383 "	8
" .....	Ticknor .....	Washington Village....	12,041 "	12
BOWDITCH...	Dawes .....	High Street Place.....	3,940 "	6
" .....	Armstrong ..	Belcher Lane.....	1,639 "	2
" .....	Mackintosh..	Purchase Place.....	1,043 "	2
BOWDOIN...	Winchell ....	Blossom Street.....	5,055 "	3
" .....	Sharp .....	Anderson Street.....	5,533 "	6
" .....	Smith .....	Joy Street.....	2,108 "	2
BOYLSTON...	Unnamed....	No. 1 Lane Place } .....	4,507 "	4
" .....	" .....	No. 2 " } .....		4
" .....	May.....	Washington Square....	4,000 "	6
BRIMMER ....	Bailey.....	Newbern Place.....	1,669 "	3
" .....	Wisner.....	Warren Street.....	3,047 "	6
" .....	Wightman....	Way Street.....	2,500 "	3
CHAPMAN ....	Tappan .....	Lexington Street .....	3,777 "	3
" .....	Webb .....	Porter Street.....	7,500 "	6
DWIGHT .....	Dwight .....	Rutland Street.....	7,830 "	6
ELIOT .....	Pormort.....	Snelling Place.....	4,799 "	6
" .....	Freeman ....	Charter Street } .....	5,233 "	4
" .....	" .....	Rear Charter Street } ..		3
" .....	Ware .....	North Bennet Street...	6,790 "	4
EVERETT ....	Rice .....	Concord Street .....	10,773 "	12
FRANKLIN ...	Andrews ....	Genesee Street .....	5,418 "	3
" .....	Wait .....	Suffolk Street.....	10,922 "	8
" .....	Cook.....	Groton Street.....	4,560 "	6
HANCOCK ....	Cheever.....	Thacher Street .....	1,988 "	3
" .....	Unnamed....	North Margin Street...	1,655 "	2
" .....	Thurston....	Hanover Street.....	2,508 "	3
" .....	Unnamed....	Bennet Avenue .....	1,583 "	2
" .....	Ingraham ...	Sheafe Street.....	2,347 "	3
" .....	Unnamed....	Cooper Street .....	4,743 "	4
" .....	" .....	Hanover Avenue.....	1,860 "	3
LAWRENCE...	Parkman ....	Silver Street .....	5,382 "	6
" .....	Mather.....	Broadway .....	10,132 "	10
LINCOLN ....	Tuckerman ..	City Point.....	6,000 "	6
" .....	Simonds ....	Rear Hawes Hall.....	4,018 "	3
LYMAN .....	Austin .....	Paris Street .....	4,693 "	6
MAYHEW ....	Baldwin.....	Chardon Place.....	6,139 "	6
" .....	Unnamed....	South Margin Street...	1,587 "	2
" .....	" .....	Hanover Street.....	4,890 "	3
PHILLIPS ....	Grant .....	Phillips Street.....	3,742 "	4
QUINCY.....	Guild .....	East Street.....	13,549 "	12
" .....	Unnamed....	East Street Place.....	2,743 "	4
WELLS .....	Dean .....	Wall Street.....	3,645 "	6
" .....	Emerson ....	Poplar Street.....	6,040 "	6
WINTHROP...	Savage.....	Harrison Avenue .....	5,550 "	4
" .....	Shurtleff ...	Tyler Street.....	3,900 "	6
" .....	Pierpont ....	Hudson Street.....	3,840 "	4

For several years past the Committee on Public Buildings [of the City Council], and the Superintendent of Public Buildings acting under their direction, have been very prompt and liberal in making all needed repairs, and consequently nearly all the buildings, with their appurtenances, are in excellent order. The yards are well paved with bricks, the fences are substantial and in good condition, and the various school-rooms, halls and entries are kept well supplied with paint, varnish and whitewash. The furniture for both teachers and pupils is of the best description, and most of it, through the care of the teachers, has been kept in a good state of preservation. The buildings enumerated in the summary given above, with one or two exceptions, are seated with single desks and chairs, the whole number of sittings contained in them amounting to upwards of 30,000.

The School Committee of Boston has no legal power whatever in regard to the erection of school-houses, or the appropriation of money for that purpose. The City Charter places this power in the hands of the City Council, and with it the control of all repairs and alterations of school-premises, and the care of the same, and the furnishing of fuel and all other supplies, except such as properly come under the head of apparatus for instruction. The School Committee is invested with authority to contract with teachers and fix their salaries, and to manage all matters relating to instruction. Here the power of the School Board ends, with the single exception that it may provide temporary accommodations for schools, if they are not otherwise furnished, while the City Council has full power in respect to the location

and erection of school-houses, and in respect to the size, style and plans of the same. This double-headed system of control has obvious disadvantages. But it is due to the City Council to say that the School Board has had little reason to complain of any lack of means for carrying on the schools with efficiency and success. It seems to me that in some instances money has been voted for school accommodations quite freely enough. Latterly, indeed, the question has been, not whether appropriations for this purpose are sufficiently liberal, but what is the most economical and judicious way of expending the money voted. And this brings me directly to the observations for which this topic has now been introduced.

In the first place, new buildings ought not to be erected while there are available accommodations unoccupied. Sometimes, by a change in the distribution of pupils between different districts, the erection of a building may be postponed or rendered wholly unnecessary, without any serious inconvenience. Except in case of the very youngest pupils, it matters little whether a school-house is a quarter of a mile more or less distant. When, therefore, any building becomes crowded, it should be relieved by sending pupils to other buildings until all within reasonable distance are fully occupied, before plans for additional buildings are projected. In my Tenth Report I showed that while we were occupying two hundred and fifty-six Primary school-rooms, the whole number of pupils was only sufficient to fill two hundred and twenty-five rooms. In 1860, the average number of Primary pupils to a room was precisely equal to the maximum number prescribed in the regulations, namely, *fifty-six*. The consequence was that although

we then instructed a larger number of pupils of this grade than we now do, the number of teachers then employed in the Primary Schools was thirty-seven less. And still the schools were not unreasonably crowded, except, perhaps, temporarily in a few cases. It is quite evident to my mind that a just economy requires that we should keep up the numbers in our schools as near as possible to *the required standard*. This may be done by transferring teachers from those sections of the city where population is diminishing to those where it is increasing, instead of creating new schools in the latter, while those in the former are still kept in operation with greatly reduced numbers. If the very considerable sum which might be thus saved were judiciously appropriated to the increase of the teachers' salaries, it would tend very materially to raise the standard of instruction.

The location of school-houses is another matter which may very properly be considered in this connection. Other things being equal, it is desirable, of course, that the school-house should be placed in the centre of the district from which the pupils are to be drawn. But some persons seem to consider it the one essential thing in school architecture to locate the building in the exact geographical centre of the territory to be accommodated, wholly regardless of the fitness of the spot in other respects. The interests of many schools have been sacrificed to this absurd notion. In country districts, we see its practical illustration in the school-houses perched upon bleak sand hills or planted in swampy hollows. I am sorry to say that some of our schools have suffered not a little from the operation of this idea. Wherever a school-house is located, it should, at all events, have



*good surroundings*, — that is, it should be in a *good neighborhood*; the best attainable in respect to morals, health, quietness, and taste. The point I would make is that such requisites as these are far more important than the saving of a few rods of distance to be travelled over by pupils. My idea of the true policy in this business is aptly illustrated in the selection which has been made of a lot on the corner of Berkeley and Newbury streets for the erection of a building for our Girls' High and Normal School. The location fixed upon may be a little one side of the centre of the population of the city, but this disadvantage is more than compensated by its superior desirableness in every other respect.

After much study and many efforts, we seem to have settled some important points in building school-houses, such as the mode of seating, the providing of a separate school-room for each teacher, and the proper model of such rooms as to size, arrangements, and the essentials of the clothes-rooms connected with the school-rooms. In these particulars our more recent school-houses are as good as could be desired. In a pamphlet by G. P. Randall, an accomplished architect in Chicago, containing plans in perspective of several noble school-houses which have recently been erected in the Northwestern States, — a document well calculated to open our eyes to the extraordinary educational enterprise of that section of the country, — I find the following statement respecting the arrangements of school-rooms:

“ It is now pretty generally admitted by practical educators that a single room, large enough to seat from fifty to sixty-five scholars, and exclusively under the supervision and instruction of a single teacher, is better



than a larger room, with recitation-rooms and assistant teachers. I make designs for them both ways, but probably not more than one in fifteen with the large room and recitation-rooms attached. As I am generally *instructed* in this matter, it follows that teachers are almost unanimous in the opinion that the single-room system is the best; and it is the system adopted by the School Board of Chicago in the public schools of this city."

The origin of this system may be easily traced to the Quincy Grammar school-house in this city, erected in 1847-48, the plans and description of which were published in Barnard's School Architecture. Another feature of this edifice as it then was, has not been so generally imitated, but which, I trust, will ultimately come to be considered an indispensable element in every Grammar school-house, namely, — *a hall large enough to seat comfortably all the pupils accommodated in the several school-rooms.* This is the case already in the city of New York.

But in respect to the important elements of heating and warming, we are still unsettled. Within the past twenty years there have been three radical changes made in the mode of heating our Primary school-houses. First, the old-fashioned coal stove gave place to Clark's ventilating stove. Subsequently this stove gradually went out of use, and in its place the ordinary cylinder coal stove was substituted. Lastly, this stove has been removed and hot-air furnaces introduced. The High School buildings are heated with hot-air furnaces; and nineteen of the Grammar School buildings are heated in the same way, while two are furnished with different systems of

steam-heating apparatus. For ventilation, most of the buildings have Emerson's caps, with a separate ventiduct for each room, furnished with two registers, one near the ceiling and one near the floor. Robinson's system has been applied to one Grammar and one Primary building; the Normal Hall is furnished with the Archimedean system, and the Prescott School with Leed's caps. To furnish school-rooms in large and high buildings with an abundant supply of pure air of the requisite temperature and humidity, for health and comfort, is a difficult problem. Considerable progress has been made, no doubt, towards its solution, and it is hoped that the Committee on Public Buildings will continue to experiment on it, guided by the principles of science and the light of experience, until satisfactory results are reached.

The question as to the maximum number of stories in height to which a school-house should be carried has caused some discussion amongst us. Nearly all the Grammar school-houses are at least four stories high. Several are practically five stories in height, as they have their play-ground on a level with the basement. There can be but one argument thought of in favor of carrying school-buildings up to this great height, and that is the argument of economy. As sky costs nothing, the expense of a building four stories high is less than one of the same capacity which is two or three stories high. But a school-house is never truly economical unless it meets the requirements of health, convenience and safety. In all these respects the four-story plan is decidedly objectionable, and I earnestly hope that it will be wholly and forever repudiated. In Baltimore a large and fine building has been erected for a Girls' High

School. This edifice is only *two stories* high. There is in the same city another building three stories high occupied by a school of the same description. This school-house is considered too high, and it is proposed to build one to take its place which shall be only two stories high. In this particular the educational policy of Baltimore is certainly wiser than that of our own city, and more truly economical. Our new Primary school-houses are, with a single exception, three stories high, and it is to be hoped that no one will ever seriously think of carrying one to a greater height.

I have said that we seem to have arrived at a definite idea of what a school-room should be in respect to size, arrangements, proportion and seating. This is an important step gained. *But what should be the standard number of rooms for a building?* This is a question which has very important bearings on the interests of our schools, and it deserves the most serious consideration of the Board. In what I have to say on this topic, I do not propose to refer to High School buildings, which constitute a class among themselves. By referring to the preceding list of school-houses, it will be seen that fourteen school-rooms is the number contained in each of the more recent buildings, excepting that of the Prescott School, which has sixteen. The former number of rooms will accommodate about 800 pupils and the latter 900. It thus appears that the Prescott school-house, the latest on the list, is designed to accommodate a hundred more pupils than could be seated in any one of the very large buildings which had been previously erected. Now, in view of our system of classification, the course of study required, the way in which pupils are promoted, the man-

agement in respect to graduation, and the distribution of the work of instruction to teachers of different sexes and grades, — considering these circumstances, and looking back upon the operation of the schools twenty years ago, when the number of pupils to a master averaged about one-third as high as it now does, to my mind it is clear that *the tendency to increase the size of our schools is a bad tendency*. Other things being equal, I should much prefer to send a child to one of our schools of the smallest size rather than to one of the largest. It is true, in general, that a large school may be more efficient and economical than a small one. But there must be a limit somewhere. It is certain that a school may be too large as well as too small. In some cities the schools are too small, in others they are too large. There are two objections to small schools; first, the expense of salaries sufficient to secure first-rate principals, — and without such principals you can never have superior schools; and, second, they cannot be perfectly classified, and so the teaching power cannot be applied to the best advantage. On the other hand, as you increase the size of a school, conducted on our present plan, you diminish the chances which a pupil has to get through the school and graduate at a suitable age. I do not say that our schools *might not be organized and conducted* in such a manner as to obviate this objection, but the accomplishment of this object in the face of the opposition which it would inevitably encounter, is a consummation rather to be desired than expected. Instead, therefore, of attempting to change the organization so as to adapt it to the largest sized building, it seems to me wiser and

more practicable to adapt the size of the buildings, hereafter erected, to the organization as it now exists.

But besides the radical objection to the size of the largest buildings already stated, there are others of grave importance. One of these is its tendency to keep large and numerous "school colonies," so called, in poor and unfit accommodations. Ever since the large schools have been in fashion, we have had almost continually large colonies, or branches of one or more Grammar Schools, stowed away in rented rooms, where the pupils suffer many inconveniences and disadvantages. The Chapman School had colonies scattered about in different buildings for eight or ten years, before it was relieved by the erection of the Prescott house. There are still at this very time eight of our Grammar Schools with colonies of this description attached, comprising twenty-five divisions, with pupils enough to make three good-sized Grammar Schools. The cause of this state of things is plain enough. It is found in the policy of building very large school-houses. For it is obvious, that in order to justify the great expense of erecting one of these colossal edifices, there must be a large surplus of pupils in a given locality. To furnish these colonies with better accommodations, it has been proposed, in two or three cases, to erect buildings for their special use, thus making them permanent branch-schools — a remedy worse than the disease, and tending only to aggravate and perpetuate all the evils of over-grown schools. The true and effectual remedy for this great evil of keeping in operation so many colonies outside the regular school

organization, is to be found in the policy of limiting the size of our buildings to reasonable dimensions.

There is another serious evil connected with this system which has been too little regarded. It is the necessity which it involves of bringing together, to make up the schools, the most diverse and heterogeneous materials. I know this is an extremely delicate subject to touch upon, but I am satisfied that it ought to be considered, and therefore I shall venture to throw out some suggestions upon it, and take the risk of having both my motives and my judgment condemned. My sympathies naturally lean very strongly to the indigent classes who are struggling to better their condition. But I remember that the image of Justice is pictured to us with bandaged eyes, to symbolize her impartiality. The just rights of all classes should be equally regarded; and while we are anxious to provide every needed facility for the education of the children of the poor, I think we ought not to ignore the educational wants of the wealthy portion of the community, who pay taxes so largely and liberally for the support of our schools. I think that Beacon Hill should be just as well provided for as Fort Hill. But if you build a school-house large enough to accommodate both localities, and require the parents to send their children to that one school or none, it is obvious that both sections are not equally provided for. But this supposed extreme case illustrates the kind of injustice we are doing, to a greater or less extent, all over the city, by the large-school system. I often point with satisfaction and pride, as an evidence of the success of our system of common schools, to the fact that boys from the wealthier families,



and the sons of the highest officials, are found in the same schools with the child of the African race, and the poor newsboy. But I see plainly that there are necessary limitations, even in our intensely democratic community, in the practical application of this idea of bringing together the representatives of the extremes of society in the same school-rooms. The children of the poor must go to such schools as are provided for them, or not go at all; but if the schools provided do not suit the taste of the wealthy parent, he can and will withdraw his children and put them under private tuition. You may say, let him do it, then. That is not however my way of disposing of the matter. I hold to the great principle that public schools should not only be free to all, but that they should be made good enough for all, so that, so far as practicable, the children of all classes may attend them. To this end the schools must be *adapted to the wants of all*. I am well aware that this cannot be done in this country by copying the British system of caste schools, which is based on the idea that the laboring classes, the middling classes and the aristocracy, must each be educated in separate and distinct classes of educational institutions. I only mean to maintain, and this I do maintain firmly, that the wealthy citizens in Boston ought not to be virtually deprived of the advantages of the Public School, *which he would enjoy incidentally, if the school-houses were only kept within the limits as to size which a proper regard to efficiency and true economy demands.*

To illustrate my view, let us suppose a case. The Bowdoin School for girls is one of the smallest in size, and its building is not quite up to the standard in respect to style

and accommodations. The Hancock School for girls has a large and good building, and still there is said to be a large surplus of pupils colonized. Now if we proceed to apply the Procrustean plan of uniformity of schools of the larger size to this case, regardless of the considerations which I have urged, we should consolidate the Bowdoin and the surplus of the Hancock, provide for them a magnificent school-house at a cost of \$125,000, in the centre of the population to be accommodated, which might fall somewhere near the foot of Chardon Street, and then require all female pupils residing in the section included between Beacon and Richmond streets, amounting to a thousand in number, to attend this public school or none. In my judgment such a proceeding would be unjust and inexpedient. The effect would be virtually to deprive a portion of the inhabitants of the district of their just share of the advantages of public school instruction, for they would feel obliged, under such circumstances, to provide for the education of their children by private tuition. On the other hand, suppose that instead of the arrangement with the large school-house, we erect a building suitable to accommodate the surplus of the Hancock and the pupils residing in the northerly portion of the Bowdoin district, and then for the Bowdoin School locate a building somewhere near Louisburg Square, giving it the section bounded on the north by Myrtle Street, and on the south by Boylston Street, and including the new territory west of the Public Garden. Such an arrangement would really meet the wants of the people. The result of such a plan would be not only to keep in the public schools all who now attend, and drive none out, but to bring in

a considerable class of pupils who now attend private schools. The latter case I present only as an illustration of my views as to school policy, not as a change to be made at the present time, for already a new building is going up at great expense to accommodate the surplus of the Hancock as a branch, — a very undesirable provision, as a permanent arrangement, — and the present Bowdoin building is considered too good to be abandoned.

Having now presented some of the objections to the policy of building very large edifices for Grammar Schools, I am prepared to give my answer to the practical question, What should be considered the standard size for a Grammar school-house? I proceed on the assumption that there is a natural limit to the size of such a school for the purposes of economy and efficiency. And in view of the vast and varied interests involved in the management of public education, it is highly important to understand what that limit is, and to make our school architecture conform to it. This principle is aptly illustrated in navigation. The size of the vessel must be adapted to the business, or profits do not accrue. What would be thought of the business sagacity of the ship owner who should send his coasting schooner to India, and put his Indiaman to the coasting service? What steam is in navigation, classification or grading is in school economy. But the application of steam to navigation has its natural limitations, as the experiment of the Great Eastern has proved. And so has classification its proper limits, as has already been shown in some over-grown graded schools which seem to have been modelled on the pattern of the mammoth steamship. To determine the

proper size of a Grammar School, it is only necessary to ascertain how many pupils are required to secure a good classification, and then adapt the size of the edifice to the accommodation of this number. To ascertain this number is a practical problem. It is easily solved by experience. Every intelligent educator understands it. All would not of course fix upon exactly the same number, but there would not be an essential difference of opinion among experts. The able superintendent of schools of New Haven thinks that both the Primary and Grammar grades combined in one organization in one building require only about 750 pupils for the purposes of a good classification; and he bases his recommendations respecting school architecture on this conclusion. This I should regard as the minimum number for the purpose, if I must take in pupils from five to sixteen years of age. But our system of Grammar Schools includes pupils from eight to sixteen years of age. Within this range, I consider 500 pupils about a fair average necessary for the purposes of a good classification, and a building large enough to accommodate this number is my standard for a Grammar School organized as ours are. I do not say that I would never build one larger or smaller; I should pay a proper regard to other considerations; in every particular case to be provided for. But this would be my standard, all variations from it being considered as exceptions. Now, what sort of a building will answer this purpose? I answer, a building nearly resembling the Chapman school-house in proportions and capacity, being three stories high, *and having ten school-rooms and a hall large enough to seat all the*

*pupils accommodated in the school-rooms.* I do not name the Chapman as a building to copy in all details, nor yet in architectural taste, for it is by no means a model in respect to beauty; but I refer to it as containing the essential accommodations for a Boston Grammar School. We may take pride in showing strangers an enormous four-story school-house, as evidence of our liberal provisions for free schools, but we cannot afford to sacrifice our substantial educational interests for the sake of any such gratification. We do not want mere show schools: we want real educating schools.

Twenty years ago I strenuously advocated the policy of large schools, according to the extent of my limited influence. But at that time the question was not between schools of five hundred pupils and schools of a thousand, under one head, but between those of two or three hundred and those of five hundred. What was then deemed a large school is now reckoned (with us) a small school. Twenty years ago I ventured to predict that the increase of the size of our schools to five hundred or six hundred pupils under one master would elevate the position of the master and secure for him a higher salary, — a very important consideration in school economy. My anticipations have been more than realized. But this is only an incidental advantage of large schools, and it will not do to increase the size of schools without limit, merely to create responsible situations for principals. Besides a Grammar School of five hundred, with the Primary Schools grouped around which should be placed under the same head, is as large as is desirable for the proper supervision of one principal.

I have thus protracted the discussion of this topic, because it seems to me a topic of vital importance, and if what I have said shall lead to a careful consideration of it by the School Board and the City Council, my object will be accomplished.

I now pass to a few specific recommendations in respect to school accommodations. It has been proposed to build a very large Grammar school-house near the foot of Dover Street, to accommodate the surplus of the Quincy, Brimmer and Dwight Schools for boys, and for the prospective wants of that section of the city. The plan has failed, for the present at least, for the reason that the surplus of pupils does not justify an outlay of \$125,000. In the mean time the large branch of the Quincy School remains in the Old Franklin building, not enjoying the advantages they would if they were in the main building, under the eye of the master—a practical illustration of one of the evils of the large-school plan which I have attempted to set forth. Instead of keeping this branch out in the cold till it shall in some indefinite future grow to a size to justify the erection of a mammoth building, it seems to me to be the most feasible course to organize it into a Grammar School, giving it a master, and fitting up for its permanent use the spacious and substantial building where it is now located. The location is convenient and sufficiently central. The building is good, and at small expense could be fully adapted to meet the wants of a school of five hundred pupils. There are pupils enough to justify this step at the present time; and by adopting this plan a vast saving of expense would be secured, while the interests of education in the large



view of the subject, would be better served than by building a house on the new land, as proposed, to accommodate nine hundred or a thousand pupils.

South Boston, too, is suffering for want of Grammar School accommodations. The difficulty is that nobody can see the way clear to put up one of the great buildings. As soon as we admit the superiority of the moderate sized buildings, the problem is solved at once. The number of boys in the Grammar Schools of South Boston exceeds the number of girls by about 500. This is just the proper number for a school. What hinders from erecting a building at once to accommodate this number of boys, and carving out a new district, so as to relieve all the existing schools? But if the people of South Boston should insist upon having a building to match the last erected in East Boston, their children may have to wait a long time for relief, and when the building is secured, if that time ever comes, they will not then be so well accommodated as they would be with two smaller houses, erected successively as needed.

Something has been said about giving up the present site of the Wells School, which is in all respects so desirable, and enlarging the district by taking a portion of the Hancock, with a view to the erection of a school-house of the largest pattern. I sincerely hope this project will not be pressed. The present location is all that could be desired, and the number of pupils in the district is already large enough. A new school-house is needed of sufficient size to seat 500 to 550 pupils. Let this be furnished, and the district would be accommodated as well as it can be.

Without attempting to express my views on all the

cases which have recently come up for consideration, I will close what I have to say on Grammar School accommodations with a word concerning the Lyman. Here again the idea of a large building is in the way. Here are four hundred and fifty pupils poorly accommodated. The prospect of increase in this section is not such as to justify the expense of a building for 900 or 1,000 pupils, and so nothing is done. It has a large lot, well located, and if the views I have presented are the right views, the interests of this district require that a building of the size of the Chapman, with some architectural improvements, should be erected on the site of the present structure.

It is now conceded by all, so far as I know, that six rooms is a proper standard for a Primary school-house suited to our system. I regret that it was thought advisable to depart from it in the plan for the new building on East Street. The three additional rooms occupy space needed for yard room, and besides they very materially injure the adjacent school-house; and then there were already twelve Primary school-rooms on the adjoining lot, making twenty-one in all, — quite too large a number, in my judgment, for one spot. I regret also the adoption of the plan in the Hancock district, involving an enormous expenditure in proportion to the accommodations realized, and, what is particularly undesirable, involving the necessity of bringing together on one spot over 1,500 children of different ages and both sexes. As it is too late to change the plan, I refer to it only to express the hope that it may not be imitated elsewhere.

## EVENING SCHOOLS.

I feel constrained again to invite your attention to the subject of Evening Schools. This class of schools is designed for the instruction of such persons as have not acquired a competent education, and yet are unable to avail themselves of the advantages of the day schools. That there is a considerable number of persons of this description residing in this city does not admit of question. We know, indeed, from reliable statistics, that the attendance at the public and private schools is very large in proportion to the whole number of children of the proper school age. The proportion attending the public schools, we are proud to say, surpasses that of any other large city whatever. This fact stands out as the most gratifying distinction of our system of public instruction, and affords the best proof of its excellence and success. But we cannot say that we have reached the ideal standard at which we profess to aim. The essentials of such a standard are that the public schools should be good enough for all, free to all, and *attended by all* whose education is not otherwise sufficiently provided for. The fundamental idea of the American system of free schools, which had its origin on this very spot, is that it undertakes, at the public expense, to put the means of a competent education within the reach of everybody. We profess to have done just this thing, and in a certain sense our professions are in accordance with the facts, for we shut the doors of our schools against no child of the proper age who asks admission, all comers being welcome, and if indigent, supplied with

the requisite books. But in another sense our profession is not justified by the facts of the case. Practically, we do not put the means of education within the reach of everybody who needs it. We do not provide the means of instruction for a class of persons from fourteen years of age and upwards, who are so situated that they cannot attend a day school, but could attend a school kept in the evening for a portion of the year. The stork in the fable, that had his soup served in a plate, by the cunning fox who invited him to dinner, was practically not served at all, as his attenuated mandibles were not adapted to that mode of taking food. We cannot say, without qualification, that we have put the means of education within the reach of everybody until we not only maintain schools enough, but schools kept open at the times and places which make them available. It is our great and just boast that we plant the public school at the door of every child, but we cannot say that we actually furnish schools adapted to the wants of all. We admit that we are bound to provide for the proper education of all youth, but for the practical accomplishment of this object, it is necessary to make the schools accessible in respect to time, as well as in respect to place. To determine whether education is in the reach of all, we must inquire not only where the schools are located, but also when they are kept open.

Some years ago, when this subject was under consideration, those who aimed to narrow the limits of public education, instead of enlarging them, objected that municipal corporations had no legal right to provide schools for teaching the elementary branches to pupils above fifteen years of age. This objection has been wholly

removed by the following legislative enactment: (General Statutes, chapter 38, sections 7 and 8.)

"SECTION 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said schools shall be kept, and appropriate such sums of money as may be necessary for the support thereof.

"SECTION 8. When a school is so established, the School Committee shall have the same superintendence over it as they have over other schools; and shall determine what branches of learning may be taught therein."

This provision of the statutes makes the legal right of the city to establish evening schools for youth above fifteen years of age clear and indisputable, and the School Committee are empowered to determine the branches of learning to be taught in them, without any limitation whatever. The real question, therefore, and the only question that can now be raised respecting the establishment and maintenance of schools, is the question of expediency. Here, possibly, there may be room for an honest difference of opinion. There are two considerations which seem to me to cover substantially the whole question of expediency. The first of these relates to the effect which evening schools would have on the day schools. If evening schools are opened, would not the cupidity of parents lead them to withdraw their children from the day school, and put them to work, leaving them to the evening school alone for their education? Possibly there might be the disposition to do this on the part of a depraved class of parents.

But it is plain that this evil may be guarded against by proper regulations as to the conditions of admission, none under the age of fifteen being admitted, except in cases of pressing need. One of these extreme cases which came under my observation a while ago, may be cited as an illustration. Here was a bright, active boy, thirteen years of age, the son of a poor widow. He was earning twelve dollars a week, which went to help his mother support the younger children of the family. His mother could not afford to give up this income and send him to the day school. She wanted a good free evening school for him. The boy seemed fully to comprehend the situation, and he desired to continue his work, and eke out his education in an evening school; but in all this great city of schools there was no evening school suitable for that brave, bright boy. In other words, our system of education does not put the means of education practically within his reach. Now, we have among us a class of persons, including both children and adults, who, by reason of the poverty, cupidity, neglect, vice, or crime of their parents, or from orphanage, or other causes, have been, and are, deprived of the advantages of schooling. Our day schools, as now conducted, are not adapted to meet their wants. Unless some other instrumentality is employed, they cannot be reached. The question is, shall this element of ignorance, with all its attendant train of evils, be permitted to exist and perpetuate itself, or shall it be cast out, and wholesome education substituted for it? And shall we hesitate to do this evident tangible good, lest we may, by a bare possibility, diminish in some small degree the amount of good we are elsewhere accomplishing? For myself,



I do not doubt that the benefits resulting from a judicious provision for evening schools would outweigh its necessary evils a hundred-fold. And this opinion is justified, I think, not only by the abstract consideration of the nature and probable operation of the proposed schools, but by the experiments already made in other cities. In a majority of the first-class cities of the country, evening schools have been in successful operation for a number of years. As to their utility, there seems to be no difference of opinion among the superintendents of schools who have observed their practical working. The following are samples of a mass of testimony in their favor which might be cited from similar authorities.

Superintendent Randall, of New York, says ; “ I can conceive of no agency within the compass of our educational system, capable of securing more valuable results to a class of our fellow-citizens, precluded by their occupations from daily instruction, than these evening schools, properly organized and judiciously conducted.”

Superintendent Bulkley, of Brooklyn, says : “ When we recollect that these schools have supplied instruction to a class of persons not reached by the ordinary means of education, and who, but for these, would perhaps have been spending their evenings in idleness, vicious indulgences, crime and disgrace, then it is that we are prepared to appreciate this instrumentality as a means of good to the individual recipients of its provisions, nor less a benefit to the community in the prevention of evil consequent upon ignorance, and in promoting knowledge and virtue.”

Superintendent Divoll, of St. Louis, says : “ Such industry and proficiency (as had been reported) on the

part of young persons who are denied the privileges of the day schools, and whose regular employment during the day leaves them no leisure time except evenings, cannot be too highly commended."

Superintendent Pickard, of Chicago, says: "The wisdom of such action (increased appropriation for these schools) has been fully demonstrated. The schools, last winter, were filled with eager and attentive pupils, some of whom were forty years of age and upwards. The universal testimony of the teachers was favorable to the conduct and progress of those in attendance.

I find nowhere any complaint against evening schools on the ground of their interference with the prosperity of the day schools. But I am willing to admit that where good evening schools are opened, a certain number of pupils, old enough to engage in some industrial occupation, would depend on these for finishing their schooling, rather than continue in the day schools. And I maintain that this result would not be undesirable, — that it might even be a positive advantage, as the few pupils who might feel obliged to adopt this course, under proper restrictions, might thus secure the education they need at less expense to them, and at the same time earn the means of their support, and contribute something to the productive industry of the community. The interests of the day schools do not, therefore, as it seems to me, stand in the way of evening schools.

The other consideration which concerns the question of establishing evening schools at the public expense, is the fact that several evening schools have been already provided by benevolent associations. These charity evening schools have been in operation for eight or ten years. I cheerfully admit they have done much good.

The benevolent and public spirited persons, by whose labors and contributions they have been established and maintained, are entitled to much credit. They have had ample time to prove the capabilities of the charity system of supporting and conducting this class of schools, and now they themselves, certainly some of them who have labored longest in this enterprise, have come to the conclusion that they cannot accomplish all that is required, and that the time has arrived for municipal action. The charity system claims one and only one advantage over the public system as applied to evening schools, and that is the element of love and sympathy which the volunteer teachers bring to the work of instructing the peculiar class of pupils of which these schools are mainly composed. But experience has proved that the voluntary principle is wholly inadequate to meet all the wants of such evening schools as this community ought to provide. We need a system of classified evening schools of various grades, taught by teachers of experience and skill of a high order ; such experience and skill as can be secured only by a proper compensation. Such a system we cannot expect to have unless it is established and maintained at the public expense. Entertaining such views of this subject, it is my earnest hope that the Board will, at an early day, take the necessary steps to organize and put in operation a system of evening schools, fully adequate to the educational wants of the city, which are not already supplied by existing institutions.

Respectfully submitted,

JOHN D. PHILBRICK,  
*Superintendent of Public Schools.*

MARCH 1866.

## THIRTEENTH SEMI-ANNUAL REPORT.

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*To the School Committee of Boston :*

GENTLEMEN, — In conformity with the requirements of your Regulations, I respectfully submit the following as my Twenty-Fifth Report, the Thirteenth of the semi-annual series :

### *Summary of Statistics for 1865-66.*

Population of the city, 1865 . . . . .	192,354
Number of districts into which the schools are grouped for supervision . . . . .	21
Number of High Schools . . . . .	3
One Latin School, for boys.	
One English High School, for boys.	
One High and Normal School, for girls.	
Number of Grammar Schools. . . . .	21
For boys, 7 ; for girls, 7 ; boys and girls, 7	
Increase for the year . . . . .	1
Number of Primary Schools, for boys and girls	256
Decrease for the year . . . . .	1
Whole number of Schools . . . . .	280
Increase for the year . . . . .	0
Number of teachers in High Schools . . . . .	33
Male teachers, 20 ; female teachers, 13.	
Increase for the year (male) . . . . .	1
Number of teachers in Grammar Schools . . . . .	322
Male teachers, 45 ; female teachers, 277.	

Increase for the year . . . .	8	
Number of teachers in Primary Schools . .		257
Decrease for the year . . . .	1	
Whole number of teachers . . . .		612
Male teachers, 66 ; female teachers, 546.		
Regular teachers, 294 ; special teachers, 18.		
Aggregate increase for the year . . . .	8	
Number of persons in the city between five and fifteen years of age, May 1, 1866. . . .		35,225
Increase for the year . . . .	323	
Average whole number of pupils belonging to schools of all grades during the last year .		27,723
Increase for the year . . . .	628	
Average daily attendance of pupils in all the schools for the last year . . . .		25,809
Increase for the year . . . .	808	
Average daily absence of pupils in all the schools for the last year . . . .		1,914
Decrease for the year . . . .	179	
Average per cent of attendance of all the schools . . . .		93.5
Increase for the year . . . .	0.5	
Ratio of the average number belonging to the schools to the whole number of children between five and fifteen years of age, in decimals .		.787
Increase for the year . . . .	.11	
Average whole number of pupils belonging to the High Schools . . . .		776
Increase for the year . . . .	36	
Average attendance at High Schools . . . .		751
Increase for the year . . . .	39	
Per cent of attendance at High Schools . . . .		96.2
Increase for the year . . . .	.01	
Average whole number of pupils belonging to Grammar Schools . . . .		14,394

Increase for the year . . .	479	
Average daily attendance at Grammar Schools		13,620
Increase for the year . . .	510	
Per cent of attendance at Grammar Schools .		94.2
Increase for the year . . .	.04	
Average number of pupils to each regular teacher in Grammar Schools . . . . .		46.5
Decrease for the year . . .	.01	
Average daily attendance to a teacher in Grammar Schools . . . . .		44.0
Decrease for the year . . .	0	
Average whole number of pupils belonging to Primary Schools . . . . .		12,553
Increase for the year . . .	113	
Average attendance in Primary Schools . . .		11,438
Increase for the year . . .	259	
Per cent of attendance in Primary Schools .		90.3
Increase for the year . . .	1.2	
Average number of pupils to a teacher in Primary Schools . . . . .		49
Increase for the year . . .	.6	
Average attendance to a teacher in Primary Schools . . . . .		44.7
Increase for the year . . .	1.2	
Number of school-houses for High Schools .		2
School-rooms, 22; halls, 3; seats, 960. .		
Number of school-houses for Grammar Schools, exclusive of the Old Franklin . . . .		21
School-rooms, 268; halls, 19; seats, 15,386.		
Number of Grammar School branches . . .		1
Divisions in branches, 26.		
Number of school-houses for Primary Schools belonging to the city, now occupied . . .		51
School-rooms in these school-houses .	257	



Number of seats, about . . . . .	14,000	
Number of Primary School-houses now building .		1
Number of Primary Schools in hired buildings .		9
Number of Primary Schools in Gra. School-houses		15
Number of school-rooms occupied by Grammar School branches . . . . .		8
Number of Primary Schools in Ward-rooms .		2
Number of Ward-rooms in Primary School-houses		2
Number of Ward-rooms in Gra. School-houses .		2
High and Grammar Schools, incidental expenses	\$114,722	83
Expended by Com. Pub. Buildings, \$74,206	29;	
by School Committee, \$40,516	54.	
Decrease for the year . . . . .	\$2,657	30
Primary Schools, incidental expenses . . . . .		57,797 93
Expended by Com. Pub. Buildings, \$52,722	81;	
by School Committee, \$5,075	12	
Decrease for the year . . . . .	\$5,555	94
Whole amount of incidental expenses . . . . .		172,520 76
Decrease for the year . . . . .	\$8,213	24
High and Grammar Schools, salaries of teachers,		262,545 26
Increase for the year . . . . .	\$18,941	69
Primary Schools, salaries of teachers . . . . .		140,755 56
Increase for the year . . . . .	\$11,928	29
Whole amount of salaries . . . . .		403,300 82
Increase for the year . . . . .	\$30,869	98
Amount of current expenses for High and Gram- mar Schools . . . . .		377,268 09
Increase for the year . . . . .	\$16,284	39
Amount of current expenses for Primary Schools		198,553 49
Increase for the year . . . . .	\$6,372	35
<i>Whole amount of current expenses</i> for all the schools, for the year . . . . .		575,821 58
Increase for the year . . . . .	\$22,656	75

Expenditures for Grammar School-houses and lots . . . . .	117,378 62
Increase for the year . . . . .	\$68,451 96
Expenditures for Primary School-houses and lots . . . . .	83,175 02
Increase for the year . . . . .	\$41,491 84
Whole amount expended for buildings and lots . . . . .	200,553 64
Increase for the year . . . . .	\$109,943 80
<i>Total expenditure for school purposes</i> for the financial year, ending April 30, 1866 . . . . .	776,375 22
Increase for the year . . . . .	\$132,600 54

Cost per scholar, taking as a basis for computation the average whole number belonging, —

Cost per scholar for tuition alone . . . . .	14 54+
Increase for the year . . . . .	\$0 80
Cost per scholar for incidentals . . . . .	6 22+
Decrease for the year . . . . .	\$0 45
Whole cost per scholar . . . . .	20 77
Increase for the year . . . . .	\$0 36

Whole amount appropriated by the City Council for salaries and ordinary or current expenses of schools, for the financial year beginning May 1, 1865, viz:

High and Grammar School teachers	\$340,000 00	
Primary School teachers . . . . .	165,000 00	
High and Grammar Schools [Committee Public Buildings] . . . . .	78,000 00	
High and Grammar Schools [School Committee] . . . . .	32,000 00	
Primary Schools [Committee Public Buildings] . . . . .	60,000 00	
Primary Schools [School Com.] . . . . .	7,000 00	
Salaries of Officers of School Committee, &c. . . . .	12,000 00	
	<hr/>	694,900 30

Ratio of the amount appropriated for public schools to the whole amount to be raised by taxation, for the year 1866-7 . . . .	.13+
Valuation of the city, May 1866 . . . .	415,362,543
Percentage of the valuation of 1866, appropriated for public schools . . . . .	.001 67
Average percentage of the valuation of 1865, appropriated by the cities and towns of the State for public schools, 1864-5 (one mill and seventy-seven hundredths) . . . . .	.001 77
Amount received from the income of the School Fund of the State, for the year 1865-6 .	

The condition and progress of our system of public instruction, as presented in the foregoing statistical view is highly satisfactory. This numerical exhibit, prepared with no little labor and care, is put in the foreground of the report, because it is that part which ought to be most carefully studied, and because nothing else that could be expressed on the printed page, within the same space, would be so important or valuable, either for the information of the Board, or of educational inquirers, whether at home or abroad. Here are set forth in order the great leading facts of the *personnel*, the *materiel*, and the *expenditure* of the system, — the number of persons in the city of school age; the number of schools of different grades; the number of teachers of either sex employed; the number of pupils taught; the per cent of attendance; the school accommodations including the number and size of buildings, the number of school-rooms and seats; and the outlay for the several departments, under the heads of salaries, incidentals, and buildings and lots. For

detailed information respecting the individual schools and districts, and for comparative views of various classes of statistical facts, attention is invited to the Tables in the Appendix, and in the body of the Report. It will be found, I am happy to say, that there has been an *increase* in almost every item where increase is desirable, and a *decrease* where decrease is desirable.

In accordance with the provisions of the Regulations a General Meeting of the teachers of the Primary Schools was held at the hall of the Girls' High and Normal School, on the 15th of May last, and a General Meeting of the teachers of the Grammar Schools at the same place on the 18th of the same month. All the teachers of these grades were present, excepting four or five whose absence was unavoidable. The interest and profit of both occasions were greatly enhanced by the presence and the appropriate remarks of several members of the City Council and the School Board. The utility of these meetings is, I believe, no longer a matter of question with members of the Board; certainly not, so far as I know, with any member who has personally witnessed their proceedings. There is reason to believe, from the testimony of many of the best teachers, that the two meetings here referred to were the most interesting and useful that have been held under my direction.

## PRIMARY SCHOOLS.

The average whole number of pupils belonging to these schools, during the past year, was 12,553; making an increase, for the year, of 113. These pupils have been taught by a corps of 256 regular teachers, and one special teacher of vocal music; the number of pupils to a teacher averaging *forty-nine*, and being seven less than our prescribed standard for a Primary School. It will be seen, by referring to one of the statistical tables, that the schools of the Lawrence District had the largest number to a teacher, and therefore cost the least per scholar for tuition and incidentals. But even these schools did not quite reach the standard, — fifty-six to a school; while, in some districts the average falls as low as *forty-four* or *forty-five*. If the schools had been kept up to the maximum number, where they stood six years ago, we should have had at this time only 225 Primary teachers, instead of 256. And, if the present number of pupils were accommodated and instructed in schools having an average of fifty-six pupils, we could add a *hundred dollars* to the salary of each teacher, without increasing the aggregate expenditure a single mill. These facts seem to me to require consideration. They suggest the important economical question, whether, with a given sum of money to expend, it is better to carry on the schools with a minimum number of pupils to a teacher, and with a low scale of salaries; or with the maximum number of pupils to a teacher, and competent salaries. The latter alternative appears to me to be preferable, especially in view

of the existing arrangements of our school accommodations, and of the classification of our pupils. But, if those who pay the taxes are disposed to reject both alternatives, preferring to pay high salaries for instructing a minimum number of pupils, — say thirty or forty to a teacher, — their right to do so is not to be disputed; nor is there any doubt that the children would get more and better instruction.

The whole number of pupils promoted from the Primary to the Grammar Schools during the year, was 3,583.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, March 1866; and the average number to a school in the respective districts: —

DISTRICTS.	No. of Schools.	Sent to Gr. Schl.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Schl.	No. to a School.
Adams .....	8	70	8.7	Hancock....	19	110	5.7
Bigelow .....	13	137	10.5	Lawrence...	17	153	9.1
Bowditch .....	10	45	4.5	Lincoln .....	13	111	8.5
Bowdoin.....	8	52	6.5	Lyman.....	10	62	6.5
Boylston.....	14	72	5.1	Mayhew ....	10	53	5.5
Brimmer.....	16	142	8.8	Phillips.....	9	47	5.2
Chapman .....	10	63	6.3	Prescott ....	7	13	1.8
Dwight.....	6	59	9.8	Quincy .....	17	116	6.8
Eliot .....	17	104	6.1	Wells.....	12	91	7.5
Everett.....	10	72	7.2	Winthrop...	14	72	5.1
Franklin .....	17	142	8.3	Training....	3	12	4.0



The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, July 1866 and the average number to each school in the respective districts : —

DISTRICTS.	No. of Schools.	Sent to Gr. Schl.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Schl.	No. to a School.
Adams .....	8	66	8.2	Hancock ....	19	132	6.9
Bigelow .....	13	135	10.3	Lawrence...	17	139	8.1
Bowditch.....	10	56	5.6	Lincoln.....	13	110	8.4
Bowdoin.....	8	40	5.0	Lyman.....	8	47	5.9
Boylston.....	14	99	7.0	Mayhew ....	10	58	5.8
Brimmer.....	16	127	7.9	Phillips.....	8	44	5.5
Chapman ....	10	60	6.0	Prescott ....	8	48	6.0
Dwight.....	6	44	7.3	Quincy .....	17	87	5.1
Eliot .....	17	101	5.9	Wells .....	12	75	6.2
Everett.....	10	66	6.6	Winthrop...	12	96	8.0
Franklin.....	17	136	8.0	Training....	3	15	5.0

The foregoing tables, showing the comparative success of the several districts in sending forward Primary pupils to the Grammar Schools, are commended to the attention of the Board. It would be well, also, to refer back to similar tables in preceding reports. It will be found that, for successive years, certain districts have promoted a small proportion, while others have promoted a large proportion. If the schools are kept up to the full number of pupils and the classes of the different grades are regularly promoted at the end of each half-

year, one-sixth of the number in the district will enter the Grammar Schools at each examination, *nine to each school*. But it appears that only three or four districts have come up to this standard. To Miss Read, of the Lawrence district, belongs the credit of having promoted the largest number, viz: *fifty-nine* in March, and *sixty-five* in July, — *one hundred and twenty-four* during the year.

The Primary Schools have made commendable progress during the past year. In my visits to them, I have found gratifying evidence of improvement in methods of instruction and discipline. Several years ago the schools in Sheafe Street were often referred to as *the* model schools of the city, and they well deserved that distinction. Nor have they in the least deteriorated. Indeed, I believe they have all the while continued to advance in excellence. But they are not as conspicuous as they were, simply because other model schools have risen. In fact, the number of schools which are justly entitled to be named as models has become quite numerous, and they are exerting a powerful influence in raising the character of the schools around them. Schools of this class are found at East Boston, at South Boston, on Fort Hill, at the South End, at the North End, and at the West End. During the past two or three years those in Poplar Street have been most visited by Primary teachers, with the exception, perhaps, of the schools connected with the Training School. When I began to advise visitors to go to this building, only one of its schools was particularly worthy of notice, and even that was not quite first-rate. Now the three comprising the lower

grades are equal to the best; and the other three are very good, although no better than fifty or a hundred others. The city is greatly indebted to the teachers in this building for what they have done by their example to improve our Primary Schools. But justice requires me to say, that we have scores of faithful and competent teachers in the service, who would have done equally well, had they been as favorably situated for exhibiting their schools to visitors. In view of the great benefit which many teachers have derived from visiting good schools, I earnestly hope the practice will be encouraged by Committees and Principals. When permission is given to teachers to visit schools, it might be well, perhaps, to require reports of the manner in which the time is employed by them, and of the hints and suggestions received.

I have witnessed with great satisfaction the progress which has been made in the *methods* of teaching in these schools. Not that I find every teacher enterprising and progressive. I regret to be obliged to admit that there are some — a small number I am willing to believe — who seem to be stationary, having apparently, no disposition, if they have the capacity, to take a step forward, content with things as they are, disliking the very sound of the word “improvement,” and extremely anxious “to be let alone.” Such teachers have mistaken their calling; they lack the essential elements of success in teaching, and it would be no loss to the interests of education, if they were permitted to retire from the service, and engage in some more congenial occupation. But, leaving out of the account this small,

exceptional class, and speaking of the teachers of this grade as a body, I feel sure that I do them no more than justice, when I say that they deserve high commendation for their conscientious and zealous efforts to meet all the reasonable demands of their arduous and responsible position. The merits of many of these faithful and devoted teachers cannot be too highly appreciated. Language is inadequate to express the delight with which I witness the all but miraculous results of their earnest and skilful efforts. In saying this I say what I feel and know, and I say it because of my conviction that these good teachers — and I am speaking only of that class — both deserve and need ten words of commendation, encouragement and appreciation to one of criticism and admonition.

Go with me into a school kept by one of these meritorious teachers. Observe the condition of the room,— its neatness, order and cleanliness ; look into the happy faces of the pupils, reflecting the intelligence and love beaming from the countenance of their teacher. They have evidently come from homes of extreme poverty, but notice their tidiness, and especially the good condition of their heads and hands ; and see their position in their seats, — neither stiff and restrained, nor careless and lounging, but easy and natural. The temperature, you will perceive, is what it should be ; and the atmosphere uncommonly wholesome for a school-room, — no children roasting by stoves, or shivering in chilling drafts of air. What skill and care and patience, on the part of the teacher, have been employed to produce this state of things ! Now witness the operations going on.

The windows are opened more or less, according to the weather. The bell is struck, and the pupils are brought to their feet; they perform some brisk physical exercises with hands and arms, or march to music, or take a lively vocal drill according to Professor Monroe's instructions. In five minutes the scene changes; the windows are closed, half the pupils take their slates with simultaneous movement, place them in position, and proceed to print, draw or write exactly what has been indicated and illustrated for them as a copy. The rest stand, ranged soldier-like, in a compact line, with book in hand, and take their reading-lesson. Not one is listless or inattentive. Sometimes they read in turn, and sometimes they are called promiscuously, or they are permitted to volunteer; or the teacher reads a sentence or two, and the whole class read in concert after her; or they are allowed to read a paragraph silently. Now a hard word is spelled by sounds; then there is thrown in a little drill on inflection or emphasis. Many judicious questions are asked about the meaning of what is read, and all needful illustrations and explanations are given with such vivacity and clearness that they are sure to be comprehended by every pupil, and remembered. The time for the lesson quickly glides away, every pupil wishing it would last longer. A stroke upon the bell brings the whole school to "position" in their seats; the slates are examined, and returned to their places; a general exercise on the tablets, or an object lesson follows. If the latter, perhaps it is on colors, the teacher having prepared for this purpose little square cards worked with bright-

hued worsteds, or the children have brought bits of ribbon or colored paper or water-color paints — very likely some one has brought a glass prism to show the colors of the rainbow. A verse or two of poetry on the rainbow is repeated. Now comes the music. A little girl takes the platform, and, with pointer in hand, conducts the exercise on Mr. Mason's charts. She asks about the staff and notes and bars and clefs. They sing the scale by letters, numbers and syllables; and close with a sweet song. They are next exercised on numbers, not in mere rote repetition of table, but by combinations with visible objects, — the ball-frame and marks on the blackboard, — writing figures on the slates being interspersed with oral instruction. And thus goes on the whole session. You would gladly remain the whole day, such is the order, harmony and cheerfulness of the school. You see that the children are both pleased and instructed, that they are wisely cared for in all respects. Neither body, mind nor heart is neglected. The teacher is happy. She is happy, because she is successful; and she is successful, because her *heart is in her work*. She has the *right disposition* and this qualification multiplies tenfold all others. This is no fancy sketch, nor is it a flattering picture of some single school. It is only an imperfect outline of what may be seen daily in not a few schools. When I contemplate the excellencies of these first-rate schools, I say to myself, all honor to the admirable teachers who have made them such!

But there is no place to stop in this work of improvement. We must not rest satisfied with what has been



achieved. The best must be made better ; not by harder work, but by more skilful work, by more wisely-directed effort, by the growth, development and perfecting of the art of instruction, based on the science of education. The poorest schools must not be allowed to remain poor schools, if teachers are to be had who will and can keep good schools. All the teachers must be paid well, furnished with all the needed appliances, and encouraged and advised ; then, if they do not succeed in keeping good schools, they ought to retire, and make room for those who can.

Were I to go into the details of what has been done, and what ought to be done in these schools, I should exceed the proper limits of this document, and I must dismiss the topic by referring to only one or two particulars.

The most important branch taught in these schools is reading. And that part of the art of reading most necessary to be taught at this stage, is the ability to readily call at sight the common words of the language, with accuracy and distinctness of enunciation, and correctness of pronunciation. For now nearly ten years I have done all in my power to encourage a rational method of accomplishing this essential step in the child's education. The method which I have endeavored to recommend and illustrate is known as the "Phonic Method." It consists in teaching the *powers* of the letters in connection with their names, and of continuing through the whole Primary course to read and spell words by *sounds* as well as by letters, that is, by naming the letters. We have had no manual to explain the

method,—my ideas respecting its practical application having been communicated orally. For five or six years, the Spellers and Readers used (Bumstead's), were the chief obstacles I had to contend with. These have, to a great extent, been removed by the change of text-books ; and consequently many teachers are now making rapid progress in developing this method, and I take the liberty to name Mrs. Chevallier, in Poplar Street, as the teacher who has presented the best illustration I have seen of the application of this method in the fifth class, and I wish all the teachers of the fifth and sixth classes could see what she is doing in this branch, especially how she *teaches the child to call a word he has never seen*. This is *the* problem in teaching the first steps in reading.

Too much cannot be said in praise of what Mr. Mason is doing in teaching vocal music in these schools. Wherever he goes, he furnishes, in his handling of classes, an admirable model for the imitation of teachers, so that his influence is not by any means confined to musical instruction. I find in him a most efficient assistant in carrying out my ideas of Primary school instruction and management. As I visit the schools, it is very easy to see what teachers have heartily co-operated with him. The teachers of the Intermediate schools in the Lawrence district deserve special mention for their merit in this respect.

The following statement of the result of Mr. Mason's work, is from the pen of Mr. J. S. Dwight, editor of the *Journal of Music*, and a first-rate authority on matters pertaining to musical instruction : —

“The result was certainly in the highest degree encouraging. Here was a true method embodied in a living man, one who has the gift for teaching just this thing; one who not only completely engages the attentive interest of these young children in the rudiments of song and of notation, draws out their fresh and pleasant voices, makes them delight in unison and even concord, inspires them with a love of rhythm and of order, and so prepares them for further musical culture, or at least interest in music, as they grow older, but who enlists all their daily teachers as auxiliaries in this good work, inspiring the mistress in each school-room with his own method, so that she can conduct the exercises in the intervals of his visits.”

#### GRAMMAR SCHOOLS.

The average number of pupils belonging to these schools during the year was 14,394, against 13,915 for the preceding year, showing an increase of 479. The average daily attendance was 13,620, — the increase being 510; while the per cent of attendance was 94.2 the highest yet reached by these schools. The whole increase in the average number belonging during ten years has been 3,274, — a number sufficient to constitute six Grammar Schools of the proper size; and yet only three have been organized, so strong has been the *injurious tendency* to enlarge the size rather than multiply the number of these schools. The whole number of regular instructors employed in this grade during the year was 309, of whom 43 were males, and 266 females. Of the latter, 203 were assistants and 63 head assistants. Twenty-one of the head assistants were of the first class, while those of the second class numbered forty-two. By comparing the number of scholars taught with the

number of teachers, it appears that we have *thirty-one more teachers in these schools than would be required, if the divisions were kept up to the standard number of pupils.* One of the statistical tables appended, shows how the schools stand in respect to the number of pupils to a teacher. The Lawrence and Phillips Schools have the highest averages.

Among the most important events in the history of this grade of schools, during the past year, was the organization of the Prescott School in its noble new edifice at East Boston. This is a mixed school; but the arrangement is such, that the boys and girls throughout all the classes occupy separate rooms. There are then, of course two distinct graduating divisions, in different rooms,—one for either sex; and, in fact, the boys and girls are classified in two independent series of grades, from the first to the last step of the course. In a former report, I endeavored to show, not only the advantage of such an arrangement of our mixed schools, but the absolute necessity of it, in order to meet the demands of other provisions of our system, and render the whole harmonious in its practical workings. It is, therefore, with no small degree of satisfaction that I am able now to report this step of progress, which has since been followed by the Lawrence and Bigelow mixed schools at South Boston. The Prescott building is admirably adapted to this new arrangement, and it was with the hope and expectation that it would be adopted, that I was induced to withhold all active opposition to the project of erecting so large a structure for a Grammar School. In my last report, I touched on some of

the evils which we are experiencing from the error of unduly increasing the size of our Grammar Schools. By the present arrangement of the Prescott School, one of those evils — the practical exclusion of the mass of pupils from the graduating class — is, to a great extent, obviated. In some of the largest unmixed schools in the city proper, a similar arrangement — that is, two independent series of grades, with two graduating divisions or sections — would be an incalculable blessing to the pupils, nearly doubling their chances of graduation.

But the Prescott School affords a model, not only in respect to classification, but also in respect to the proper duties and functions of principal and teachers. The first division of boys was placed under the immediate care and instruction of the sub-master, and the corresponding division of girls was in like manner placed in charge of the first head assistant, thus leaving the master free to teach and examine all the classes, and to direct and superintend the instruction and discipline in every grade of the school. In the two highest divisions he teaches regularly one or two branches; in the others, he teaches as occasion seems to demand, and especially with the view to illustrate the proper mode of dealing with some particular topic or study; and thus he is enabled to mould the whole establishment into one harmonious whole, by making each step of instruction a preparation for what is to follow, and at the same time a development of what has gone before. Nor is this all; at the outset of the organization, the District Committee invested the master with authority to perform like service in the Primary

Schools under their supervision. Here, then, was actually carried out, in full, the comprehensive and economical plan lately adopted in part by the Board, with a view to employ the talents and abilities of the masters to better advantage by extending their supervision as principals over all the schools in their respective districts, so that *all the pupils* might be directly benefited by their superior knowledge and skill in teaching, instead of the fortunate few who succeeded in reaching the graduating class. And in going over this great school, of different grades, it is already apparent that a master mind is everywhere felt, quickening and guiding the efforts of teachers and pupils.

The action of the Board by which the City medals have been abolished, although not suggested by me, meets my hearty approval ; and I earnestly hope that the Franklin medals and the present system of Grammar School diplomas will speedily share the same fate. Not that these medals and testimonials have been entirely useless, but that on the whole they are in my judgment, the cause of more injury than benefit. In place of them, I should be glad to see a handsome and appropriate diploma awarded, with all reasonable ceremony and circumstance of honor, to every boy and girl who fairly passes through the prescribed course of study. I cannot doubt that this plan would work as well in the Grammar Schools as it does in the English High School, where it is accomplishing much good, without doing any appreciable harm.

The subject of checks and credits was briefly discussed in my last report, because the minds of some of



our masters and teachers seemed to be prepared to give it a candid and unprejudiced consideration. It has since come to my knowledge, that the plan proposed for determining the merit and rank of pupils was already on trial in two or three of our schools, and I trust that in others it will be fairly tested.

Several years ago, a detailed programme of the instruction to be given in each class of the Primary Schools was adopted by the Board. Already the beneficial results of this action are apparent. It is now high time to undertake the difficult but important task of preparing a programme of studies and exercises for each grade in the Grammar Schools. The present course of study as prescribed in the regulations, is too general and vague. As long as the course of study is so imperfectly indicated as at present, merely by naming the text-books to be used at the several stages, most teachers will feel obliged not only to confine themselves to the text-books, but to teach *everything in them*, or rather to require the pupils to learn everything in them. By this ill contrivance the best teachers are hampered and cramped. They are constrained, against their better judgment, to teach many things which they deem useless, and to teach in a manner which they know is not the best manner. Some are driven by it to perpetrate the two grave educational offences of *cramming* and *high pressure*, which generally go hand in hand. A judicious programme would not only tend to remedy these evils, but it would advance the interests of these schools in various ways, and especially by securing a more equal and profitable distribution of

the time of pupils and teachers among the required studies. Here is great room for improvement. Too much time is bestowed upon some branches, — those which are by the examinations made the test of the merits of the schools, — while others are slighted, to the great detriment of the pupils. Too much time is spent — wasted I am tempted to say — on spelling in the upper classes. Why is this? Because they are almost always examined in this branch before the whole Committee, and the per cent of correct answers carefully noted, and not unfrequently compared with the results found in other schools. Suppose this misspent time were devoted to writing compositions, on the plan which has recently been brought before the teachers of the city by a professionally educated teacher who has bestowed great attention upon this subject, what a gain would be secured! We should then have, not only real practical spelling, but we should have along with it much of that kind of culture and education in which we are very generally deficient. A judicious programme would tend to promote similar improvements in the teaching of other branches.

The department of vocal gymnastics, in the skilful hands of Professor Monroe, has made signal progress during the past year. His well-directed efforts have been cordially seconded by most of the teachers, both in the Grammar and Primary Schools, and it is but just to state, that the measure of his success in each school has been determined by the degree of interest manifested by the teachers thereof. By teaching all the teachers in the Grammar and Primary Schools, he reaches all the pupils in those schools; and it is hoped, that, before

another year elapses, he will reach, either directly or indirectly, all the pupils in the High Schools. As it is the purpose of the Committee on Vocal Gymnastics and Military Drill to present a full report on the operations of their department, it is not necessary for me to enlarge upon the subject at this time. I shall therefore content myself with the simple statement, that the results of the training in Vocal Gymnastics which has thus far been imparted, have been even more beneficial than I had expected; and that, in my judgment, the cost of time and money, by which they have been secured, bears no sort of proportion to their value and importance.

Vocal music appears to be very well taught by Mr. Sharland. His magnetic power, his professional enthusiasm, and his practical skill, never fail to secure the attention and the earnest efforts of his pupils. Perhaps he may be too much inclined, for the sake of high artistic effect, to exclude from his classes those pupils whose voices are not first-class, and thereby deprive them of the musical instruction to which they are entitled. But of this matter I do not claim to be a competent judge. It may safely be left in the hands of the excellent Committee on Music.

The Grammar Schools have been not inaptly denominated the People's Colleges, for these are the schools in which the children of the mass of the people terminate their schooling. Hence these schools have always occupied a very large share of the attention of the Board. In pointing to some imperfections in their organization and management, I must not be understood as intimating that they are not good schools, or that they are not enti

pled to all the confidence and favor which they enjoy. Far from it. I fully believe that they may safely challenge comparison with any similar institutions whatever. I am confident that they are not over-estimated, either by the members of the Committee, or by the community. I fear, indeed, that they are not valued highly enough. Individual instances there have been and are, and are likely to be, where teachers have been less able or less faithful than could be desired; and individual instances there have been and must be, where pupils have not had justice done them. But such instances are the exceptions, and not the rule. I fully believe that they are not only excellent schools; but,—what is better,—that they are advancing in excellence, that they are improving both in respect to methods of teaching and in respect to methods of discipline. Their present condition is to a great extent the result of the wise supervision of the successive District Committees who have been charged with their management; so their character in future will be shaped and determined by the present Committees and their successors. The past is secure: the future is full of hope. If these schools are the foremost of their kind, they must be kept in the front rank; if they are not, they must and will be placed there. The head masters are, without exception, earnest, able, and devoted to their profession; and it is of the first importance to sustain the highest possible standard of character, attainments and professional skill in this responsible position. We have also in these schools a corps of subordinate teachers, male and female, of whom we may well be proud. I do not mean to say that every

teacher is as good as could be desired, but that the average of their qualifications is high; and I observe that, in those districts where the masters have been made to share in the responsibility of selecting their assistants, the interest of the schools do not appear to have suffered thereby any detriment.

## HIGH SCHOOLS.

THE GIRLS' HIGH AND NORMAL SCHOOL continues to merit the high reputation which it enjoys. The average whole number of pupils belonging during the past year was 292, against 305 for the preceding year. The whole number admitted in August 1866, was 176, against 133 for the year 1865,—an increase of 43.

The following table shows the number of pupils admitted from each Grammar School, the number who joined, and the average age:—

SCHOOLS.	Number admitted.	Number joined.	Average age.	SCHOOLS.	Number admitted.	Number joined.	Average age.
Adams .....	6	6	16.00	Lawrence ...	1	1	15.33
Bigelow .....	5	5	16.08	Lincoln .....	5	4	15.55
Bowditch .....	7	5	15.76	Lyman .....	1	1	15.92
Bowdoin .....	21	16	16.51	Prescott* ...	0	0	0
Chapman .....	6	5	15.93	Wells .....	14	14	15.20
Everett .....	29	29	16.30	Winthrop ...	19	18	16.27
Franklin .....	24	23	16.17	Other sources	27	25	16.72
Hancock .....	11	9	15.66				

\* New school.

The above table is commended to the careful inspection of the members of the Board. Considering the dissimilarity of the Grammar Schools, in respect to size, location and quality of material, it is not to be expected that they should send up an equal number of pupils. Nor is it possible to say precisely what would be a just quota to demand from each. But, by comparing the average numbers sent for a series of years by schools of nearly equal advantages, we are enabled to form a proximate estimate of their respective merits in this particular. The table given below affords the requisite data for such a comparison, while, at the same time it shows at a glance how the numbers sent this year compare with the averages. This table shows the number of scholars admitted to the Girls' High and Normal School from each Grammar School in each year, from September 1852, to September 1866, inclusive, with the totals and averages. It must not be inferred, however, that this table is meant to show the comparative merits of the schools on the whole. Far from it. It only shows the merit in *one particular*, and even this only exhibited in a rough and imperfect manner. The table would be still better if it contained the number of girls belonging to each school.



NAMES OF SCHOOLS.	1852-3.	1853-4.	1854-5.	1855-6.	1856-7.	1857-8.	1858-9.	1859-60.	1860-1.	1861-2.	1862-3.	1863-4.	1864-5.	1865-6.	1866.	Totals.	Average.
Adams . . .	...	...	...	...	...	4	4	8	5	9	4	4	5	3	6	52	5.2
Bigelow .	9	10	7	7	9	4	8	11	4	10	12	7	6	7	5	116	7.7
Bowditch . . .	...	...	...	...	...	...	...	...	...	4	6	3	4	2	7	26	4.3
Bowdoin .	14	13	14	7	14	12	17	13	10	18	16	10	8	16	21	203	13.5
Chapman	8	3	4	5	9	4	4	12	7	1	7	8	6	11	6	95	6.3
Dwight } Everett }	2	1	4	6	4	8	8	8	8	13	9	20	16	21	29	157	10.4
Franklin .	8	4	7	9	5	12	20	20	13	14	13	17	12	10	24	178	11.8
Hancock .	4	5	2	6	13	9	8	13	12	8	16	9	10	12	11	138	9.2
Lawrence	3	4	2	...	5	1	1	5	4	7	3	6	4	6	1	52	3.4
Lincoln . .	...	...	...	...	...	...	...	...	7	7	7	7	8	7	5	48	6.9
Lyman . . .	4	11	5	10	3	2	3	1	4	3	2	4	4	3	1	60	4.0
Prescott .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wells . . . .	13	6	4	14	6	6	7	16	8	12	7	8	6	4	14	131	8.7
Winthrop	8	4	3	18	11	14	10	14	21	22	24	17	14	10	19	209	13.9

In connection with the annual reports on this school, tables have sometimes been printed, showing the percentage of correct answers obtained at the examination for admission, by the candidates from each Grammar School. These tables seem, at the first glance, to be harmless enough. They are intended, doubtless, to raise the standard of scholarship, by stimulating the ambition of the Grammar masters for a high rank on the list of percentages. But their operation is attended with serious evils. They show the relative rank

of the examinees in only about *half of the studies* prescribed for the first class of the Grammar Schools. The consequence is, that the master who is bent on securing a high percentage on the test studies must either neglect the non-test branches, or overtask his pupils. On the other hand, a master who aims to carry out the spirit of the regulations, and to teach all the required branches fairly and faithfully, may find himself placed low down on the comparative tables. I cannot but hope, therefore, that these tables will be discontinued altogether, or, at least, until the requirements of the Grammar School course of study, and the requirements of the examination for admission to this school, are made to harmonize with each other.

But, while I would not make public the statistics relating to the percentages of correct answers, except perhaps in the aggregate, I should like to present, if I had the data, a table showing how many of the *graduates* of this school were sent from each Grammar School, with their rank *at graduation*. I think such a table would throw some light on the character of the preparatory training. And, if it should tend to stimulate the masters of the Grammar Schools at all, it would stimulate them to efforts in the right direction, — to educate for the future, rather than for a present technical test, and to send up the *best material for teachers*.

The regulations provide, that the pupils of this school who have satisfactorily completed the prescribed course of study shall be entitled to receive a diploma or certificate to that effect, on leaving the school. But this provision, which seems to be in all respects desirable and

proper, has as yet remained a dead letter. The faithful and judicious execution of this provision would, in my judgment, contribute in no small degree, to the promotion of the welfare of the school.

*The Training Department* ought to be no longer considered an experiment, but an institution permanently established. Its influence on our Primary and Grammar Schools has been in a high degree beneficial. A great many of our teachers have visited it ; and it is safe to say, that every *good* teacher who has spent a half a day there has gone away a *better* teacher. There are always a few teachers, among so many as we have, who are wholly destitute of the elements of progress, and such, of course, would not be benefited by visiting any school. It must not be expected that every graduate of this school will surpass the best of those who have not enjoyed its advantages ; but I think I speak within the bounds of truth, when I say, that every one of its graduates appointed to a place in our schools is worth to the city a hundred per cent more during the first year than the same person would have been, had she gone directly into the service without the training here afforded.

But however valuable this training may be, it will be found that the graduates of the Girls' High and Normal School will not avail themselves of its benefit, unless there is a pecuniary inducement to do so. The demand for teachers of ability is so much greater than the supply, that the most promising graduates are at once furnished with places to teach in our Primary or Grammar Schools, without being required to take the *training course*. The effect of this process is apparent. The Training School

will not get the best material to work upon. It may be said that the best do not need it, but the fact is that the *best pupils are more improved by the course than the second-rate pupils*. As a remedy to this evil, would it not be well to provide that the teachers who pass through the Training School should have the maximum salary at once?

But, while the school itself should not now be regarded as an experiment, its system and methods should by no means be considered as a finality. It must be progressive. As soon as it pretends to have reached perfection in theory and practice, it will cease to be a true training school. The principal thing it has to do for its pupils is to stimulate them to inquiry and investigation; and it will cease to do this effectually, just as soon as it ceases to inquire into itself, in order to find out and remedy its defects.

Although the graduates of this school, as I have stated, are vastly better than they would have been without its training, my observation has led me to think that they would have been much more successful if more pains had been taken to teach them the *art of governing* along with the art of teaching, for these arts are probably nearly in an equal degree capable of being acquired in a training school, and the latter is made available only through the former. I would therefore suggest, with some diffidence, that a part of the time now devoted to natural history, should be given to the study of the subject of school government.

Perhaps the most important achievement of this school, thus far, is the demonstration it has made of what Pri-

many pupils can accomplish *without the evils of high pressure*. It has shown that pupils may be prepared in the usual time to pass a most satisfactory examination for admission to the Grammar Schools, and at the same time acquire a large amount of knowledge and culture in addition, without any strain on their mental or physical powers. Not a few of our most intelligent citizens, having discovered the excellence of this system of training, have sought its advantages for their children.

The next step in this direction is to enlarge the scope of this school so as to include training for Grammar School teachers, or to establish a separate department for this purpose. We must aim to supply all our schools, of every grade, ultimately, with trained teachers. I believe the greatest evil of American schools at this time is to be found in the fact, that the teaching is done to so large an extent by novices, who have no distinct notion of what should be taught, or how to teach. Even here, with all our advantages, many of our teachers enter the service without a competent knowledge of the work before them, and remain only long enough to serve an apprenticeship to the business, leaving just as they come to be really valuable; whereas they should begin with a knowledge of the business,—such a knowledge as only a training school can furnish.

THE ENGLISH HIGH SCHOOL, I am happy to say, is evidently growing in public favor. It has always been a school of great excellence, but the advantages which it affords have not been duly appreciated; and, hence, too few of the young men of the city have enjoyed the benefit

of its training. During the last two or three years, the number of its pupils has increased very considerably. The average whole number belonging for the year 1865-6 was 221, an increase of *twenty-five* over that for the preceding year, and *fifty-one* over that for the year 1863-4. The number admitted July 1866, was 178, against 159 in 1865, and against 85 in 1863. Thus it will be seen, that the number admitted has been *more than doubled within three years*. And, along with this great increase of numbers, there has been a manifest improvement in respect to the *age of the candidates*. In 1864, the average age of those admitted was 15.38 years. This year the average is about *one year less* — a decided change for the better.

All the rooms of the building are now fully occupied, and if the school continues to grow as it should, and as I trust it will, the time is not distant when additional accommodations will be needed.

The ages of the boys admitted to the English High School range as follows, the nearest birthday being taken, (thus, if a boy is nearer fourteen than thirteen, he is called fourteen):

Twelve years,	Seven.	Sixteen years,	Thirty-four.
Thirteen years,	Seventeen.	Seventeen years,	Five.
Fourteen years,	Fifty.	Eighteen years,	One.
Fifteen years,	Sixty-four.		



The following table shows the number of boys admitted to the English High School from each of the Grammar Schools, with their average age, and also how many actually joined the School:

SCHOOLS.	No. admitted.	No. joined.	Average age.	SCHOOLS.	No. admitted.	No. joined.	Average age.
Adams.....	8	8	14.87	Lincoln .....	8	8	14.63
Bigelow .....	13	11	14.84	Lyman .....	5	2	15.27
Boylston.....	2	2	13.70	Mayhew.....	15	13	14.46
Brinmer.....	24	20	14.58	Phillips .....	13	12	15.07
Chapman .....	4	3	14.78	Prescott*.....	..	..	.....
Dwight .....	35	27	14.55	Quincy .....	16	14	14.66
Eliot .....	13	8	14.46	Latin .....	3	3	15.46
Lawrence .....	7	5	14.70	Private and others.	13	13	14.80

It is hoped that the above tables, showing the number and average age of the pupils sent from each Grammar School, will be carefully inspected by the members of the Committee as well as by the Grammar masters. I do not report the number of the candidates from each school who were rejected, as I can see no good reason for publishing that item. Nor do I give the number conditioned. The essential facts to be kept in view are the *age* and the *number* of candidates *admitted*, and the number actually joining the school. It appears that this year seven of the candidates admitted were only twelve years of age. Three of these came from one school,

\*A new school.

and it is a fact which should be set down to the credit of that school ; but, on the other hand, *nine* of the candidates admitted from the same school were *sixteen* years of age. I think the saying "Better late than never," is applicable to this matter ; for, speaking generally, it is better that a boy who has come to be sixteen years of age, or even seventeen, should then go to the High School than that he should not go at all.<sup>a</sup> Still it would be much more to his advantage to enter two or three years earlier. Hence, in estimating the comparative merit of the Grammar Schools with reference to fitting boys for the High School, the age of the candidates sent is a very important consideration. One boy sent at thirteen years of age ought to count as much as two or three at sixteen years of age. It is extremely desirable that boys should go *through* the whole course at the High School ; but those who enter at sixteen or seventeen years of age are not likely to complete the course, nor, as a general rule, do they succeed as well as those who enter at an earlier age.

Many boys have remained one or two years at the Grammar Schools after being qualified for admission to the High School, still going over with the elementary branches, for the sole purpose of obtaining a medal ; thus depriving themselves of the benefit of a full course of higher education, — grasping at the shadow and losing the substance. This evil would certainly be cured by adopting the proposition now before the Board, to abolish the Franklin medals and substitute therefor diplomas to be awarded to all pupils who honorably complete the prescribed course in the Grammar Schools.

THE LATIN SCHOOL has enjoyed another year of prosperity. To say, in the words of the formula which has been made familiar to us in reports on this school, "that it is in its usual good condition," is not enough. If I am not mistaken, its growth and success have been greater than usual. From my point of view, it has appeared better during the last year than at any previous period since I have been acquainted with its operations. In no former year have I seen so much reason to commend it, and so little reason to complain of it. I do not mean to say that this school is wholly free from imperfections,—that there is no room for improvement, either in its discipline or in its instruction. But I do mean to say distinctly and unequivocally, that it is a good school, and that, in my judgment, it deserves all, and more than all the confidence which it enjoys. The patrons of this school (if I may apply the term "patrons" to those who are rather recipients than bestowers of benefits) represent, and always have represented, to a very great extent, those families among us in which both culture and wealth are found united. Possessing ample means to provide the best private tuition for their sons, and being qualified by their learning to form a correct opinion as to the value of different modes of training, they give the preference to the tuition and discipline afforded by this institution. They send their sons to this school, not because it is the cheapest, but because they consider it the best within reach. That so many parents who know best how to educate their sons, and at the same time have the means to purchase the most costly tuition, should prefer to place their sons here, is a circumstance in the

highest degree creditable to the school. This practical testimony in its favor is its crowning glory.

The ages of those coming from the Grammar Schools range as follows :

Between nine and ten years, one ;  
 Between ten and eleven years, eleven ;  
 Between eleven and twelve years, eleven ;  
 Between twelve and thirteen years, eleven ;  
 Between thirteen and fourteen years, ten ;  
 Between fourteen and fifteen years, twenty-two ;  
 Over fifteen years, eight.

The following table shows the number and average age of the boys admitted to the Latin School from each Grammar School, during the year ending Sept. 11, 1866:

SCHOOLS.	No. admitted.	Average age.	SCHOOLS.	No. admitted.	Average age.
Adams . . . . .	5	11.85	Lawrence . . . . .	3	11.51
Bigelow . . . . .	4	13.08	Lincoln . . . . .	3	13.58
Boylston . . . . .	..	.....	Lyman . . . . .	..	....
Brimmer . . . . .	23	13.58	Mayhew . . . . .	5	11.76
Chapman . . . . .	3	12.72	Phillips . . . . .	8	13.51
Dwight . . . . .	7	12.47	Prescott . . . . .	..	....
Eliot . . . . .	4	15.04	Quincy . . . . .	9	12.55

It appears that of the seventy-four pupils admitted from the Grammar Schools, fifty-one were upwards of twelve years of age, and eight were more than fifteen years of age. I am thus particular to report the ages,

because I deem it highly important that boys who are to take the course in the Latin School should enter upon it at an early age, and not defer it till they have passed through all the classes of the Grammar School course. Experience has fully demonstrated that the boys who enter before the age of twelve years are more likely to succeed than those who enter at a later period. It appears from the above table, that no pupils were sent from three of the Grammar Schools. It is eight years, at least, and how much longer I am unable to say, since one of these schools has sent a pupil to the Latin School. It would seem that the Dwight ought to send as many as the Brimmer, and yet it will be seen that the difference between the numbers is very wide.

The following sketch of the course of instruction pursued in the Latin School is taken from an admirable paper on the "Study of the Classic Languages," which was prepared by William R. Dimmock, Esq., an accomplished Sub-master of the school, and read before the Massachusetts State Teachers' Association. From this statement it will be seen that the elementary English branches are properly attended to, and that the study of the French Language is made very prominent during the greater part of the time allotted to the course :

"Boys may be admitted to the school at the age of ten years. They are immediately placed upon Harkness's Latin Grammar, and the teachers labor constantly to so explain and illustrate the parts committed, that the committing to memory shall not be a mass of idealess words. So soon as they reach the *paradigms* of the First Declension, the Latin Reader is commenced, and thenceforward they use the two books together. These consti-

tute the only Latin of the year, a large proportion of the time being spent upon Geography, Arithmetic, Reading, Spelling, English Grammar by comparison, Penmanship and Declamation.

"During the second year, these English studies are continued, and *Viri Romæ* and *Nepos* are read. Throughout the course of all the lower classes, after they reach the later parts of the Latin Reader, one lesson a week is a written translation, treated, marked and ranked as a lesson in English Composition. Ancient Geography is also commenced with this year, and continued throughout the course.

"In the third year, the common English branches are continued, and much time is devoted to them. The study of French begins with the commencement of this year and henceforward the pupils have in it two recitations per week to their ordinary instructors, and three exercises in pronouncing, reading and speaking French with a native French teacher, making, for their course, an aggregate of about eight hundred recitations and exercises in French. The only Latin of this year is *Cæsar's Gallic War*; but in this year the study of Greek is commenced with the use, as text-books, of Professor *Sophocles's Grammar and Lessons*.

"In the fourth year, Reading, Spelling, Penmanship, Arithmetic, Geography, Declamation and French are continued, and Algebra is commenced. The Latin of this year is *Andrews's Ovid*, and a part of the *Æneid* of *Virgil*. As a preliminary to the study of Latin Poetry, the pupils commit the Prosody of their Grammar, hitherto that of *Andrews* and *Stoddard*. The committing of the Prosody usually occupies the highest division of a class from a week to ten days,—not more. The lower divisions ordinarily omit many of the exceptions learned by the first. As it takes so little time to commit the whole of the Prosody used, and as scanning (except merely mechanically) presupposes so much knowledge of quantity, we do not commence its application,—contrary to our ordinary rule in the study of Grammar,—until all has been learned. Some classes have nominally spent three or four weeks upon Prosody by taking but three, four or five Latin lessons per week; but our usual mode is to devote about a week entirely to it.



"During this fourth year, Xenophon's Anabasis is commenced.

"In the fifth year, with the continuation of the same modern studies, the Æneid of Virgil is completed, and the Eclogues are read; and, perhaps. I may as well say here as anywhere, that one of the specialties of the school instruction is the derivation of words, and tracing their philological connection in the four languages studied, to which considerable time is devoted, and more so during this year, perhaps, than at any earlier period of the course.

"Arnold's Latin Composition is commenced in this year, and the Fourth Book of the Anabasis is finished.

"In the closing year, to the other English Studies Geometry is added, and also Ancient History. The Latin of this year is comprised in ten Orations of Cicero, in the Georgics of Virgil, and in Latin Composition. The Greek consists of Greek Composition, the last three books of the Anabasis, and the first three books of the Iliad of Homer. The members of the First Class usually participate in a 'Public Debate' once in every five weeks."

Such is, in the main, the course\* prescribed by the School Committee; and which, as a whole, commends itself to our judgments and our experience. But we have, too, our express and our lightning trains. When Dr. Gardner became Master of the School, anxious to reach the varied needs of those in the city who sought collegiate education, he added to our system what we term "Out of Course" Divisions, for those who, from their age at entrance, deem it unadvisable to spend so many years in their preparatory course; and we aim to prepare these for admission to college as rapidly as their industry and attainments will allow. We think very much of the advantage of the study of language is lost by those who commence late, and are pushed forward so rapidly; but, when it is needful or desired, they are fitted for the college examination as quickly as it is in our power,

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\* The classes being divided into divisions according to the proficiency of the pupils, it will be manifest that this curriculum exhibits the course of the *highest* division of the regular class, and that the others follow it as nearly as their abilities and attainments allow.

—in four, three, or two years; and indeed in one or two special cases, young men have entered Harvard from us, after but one year's study of Latin and Greek. This very year two young men entered Cambridge very respectably, who, when they came to us one year and seven months before, had not opened the covers of a Latin or Greek book. Two others had been studying for but two school years. Their course was abbreviated to the mere standard of the Harvard entrance examination, and necessarily in knowledge they could by no means compare with their classmates upon the regular course; nor do we think their knowledge will ever be as truly a part of themselves; but, during this short time, besides learning the more essential portions of the Latin and Greek Grammars, they had read a part of the Latin Reader, Cæsar's Gallic War, the whole of the *Æneid*, *Eclogues* and three books of the *Georgics*, ten orations of Cicero, the *Anabasis* and three books of Homer.

"Other members of the same class had spent but three, and others four years in their preparation.

"Thus have I attempted briefly to describe the curriculum of the school, which we endeavor to adapt to the different wants of our more than three hundred pupils."

#### PHYSICAL EDUCATION.

We have made evident progress in this department within five or six years. Still much remains to be done. To the members of the medical profession we owe much of what has been accomplished to improve the sanitary condition of our schools. I hail it as a good omen that medical associations, in different parts of the country, are turning their attention to this subject. The results of the investigation of it by a society in our immediate vicinity seem to me of sufficient importance to warrant their insertion here.

"At a regular meeting of the Middlesex East District Medical

Society, in July 1865, the subject of the influence of our Public Schools on the health of the children attending them being under discussion, a committee was appointed to report in full on the subject, which was done in September; and, after much discussion, the same committee was directed to prepare, in as concise form as possible, some practical advice for avoiding certain dangers now threatening the health of the children in our schools. This second report was submitted to the Society in November 1865, and discussed as before, when the same committee was directed to publish the suggestions with such additions in the way of explanation as might seem advisable. This they did in the following maxims, which may be considered to embody the deliberate opinion of the members of the Society: "

#### MAXIMS.

*First.* No child should be allowed to attend school before the beginning of its sixth year.

Because the whole of the first five years of life are needed to give the physical nature a fair start, which would be prevented by the confinement and restraint of the school-room. Because up to that time every child has enough to do in learning to use its limbs and senses, to talk, to obey. Because extended experience has proved that children who have never been to school before they are five years old make more rapid progress than those who begin their school life earlier.

*Second.* The duration of daily attendance (including time given to recess and physical exercise) should not exceed four and one-half hours for the Primary Schools; six hours for the other Schools.

Because the liability to injury of both mind and body from sedentary application is in proportion to the youth of the student, and because as much can be accomplished in this time as in a longer attendance, which is only a weariness to both flesh and spirit.

*Third.* There should be no study required out of school, unless at High Schools; and this should not exceed one hour.

Seven hours of study being as much as most adult scholars can bear, it is folly to suppose that immature minds in *growing* bodies can endure more.

*Fourth.* Recess time should be devoted to play outside the school-room, unless during very stormy weather; and, as this time rightly belongs to the pupils, they should not be deprived of it except for some serious offence, and those who are not deprived of it should not be allowed to spend it in study; and no child should ever be confined to the school-room during an entire session. The minimum of recess-time should be fifteen minutes in each session; and, in Primary Schools, there should be more than one recess in each session.

Recess is a most important relief to the weariness of muscle and of mind, which every child (and most teachers) feel after being in school for one and a half or two hours. Without it, there comes on a mental listlessness and a physical restlessness which defeat the very purposes of school. The need of such relief recurs at more frequent intervals in proportion to the youth of the child; consequently, there should be more recesses in Primary than in other schools.

*Fifth.* Physical exercise should be used in school to prevent nervous and muscular fatigue, and to relieve monotony; but not as muscular training. It should be practised by both teachers and children for at least five minutes in every hour not broken by recess, and should be timed by music. In Primary Schools, every half-hour should be broken by exercise, recess or singing.

This maxim rests on the same general ground as *No. Four*. Such exercises are highly prized in all schools where they have been fairly tried; and they tend to produce a unity of action and feeling, a homogeneity in the school, which is very valuable.

*Sixth.* Ventilation should be amply provided for by other means than open windows, though these should be used in addition to the special means, during recess and exercise time.

Because to open windows during cold weather is to admit streams of cold air upon children, when they are most liable to

"catch cold," as physicians have frequent occasion to observe. When the body is aglow with exercise, it can endure and enjoy a temperature, and even a current of air, which would chill it when at rest; therefore fresh air may be introduced with safety through the windows during recess and exercise time, except in very severe weather.

Of all methods of heating, a close stove is the most objectionable, because it introduces *no fresh air*; and, whenever one is used in the school-room, it should be wholly or partially walled in with metal screens, inside which a "cold air box" should open, as in all furnaces.

*Seventh.* Lessons should be scrupulously apportioned to the average capacity of the pupils; and in Primary Schools the slate should be used more, and books less, and instruction should be given as much as possible on the principles of "Object Teaching."

If the first part of this maxim be not observed, the majority of the scholars (for whose benefit the school is sustained) will be overtasked.

The advantages of using the slate, as advised, are very great: the hand and the eye are trained; writing is earlier and more pleasantly learned; little children are agreeably and profitably occupied, when they would otherwise be idle, unhappy and troublesome.

Of "Object Teaching" we have only space to say that the principle which underlies it is, that the teacher should avail himself of the natural preponderance of the powers of perception and observation in childhood, should go from the known to the unknown, from the concrete to the abstract; and should neglect no opportunity to illustrate each lesson from *familiar* sources.

(Signed)

F. WINSOR,  
J. D. MANSFIELD,

*Special Committee Middlesex East Dist. Med. Soc.*

## PRIMARY SCHOOL ACCOMMODATIONS.

In my last report, I spoke at some length on the subject of school accommodations, presenting some objections to the policy of erecting very large Grammar School-houses. I wish to add now a suggestion or two in respect to Primary School-houses. I have heretofore repeatedly urged the importance of limiting the size of this class of buildings to six school-rooms. But this I have all along regarded as the *maximum* size, and *not* the minimum size. A building with three rooms is well adapted to our system of classification, requiring only two classes to a room; and it is a mistake to suppose that no building should be erected, unless it can be shown that there is a demand for one large enough to contain six rooms. In certain sections of the city, it happens sometimes that a building of three rooms is to be preferred. Many children of Primary School age are now sent to private schools who would be sent to a public Primary School, if there were one of moderate size in the immediate neighborhood. The parents of these children may not ask for a public school to meet their wants, but, if the proper accommodations were provided, they would be occupied, as has been proved in the case of the Primary Schools in connection with the Training School. Not one in four of the children in those schools would be found in a public school, if they were required to go out of the neighborhood where they reside to a large school, made up of a different class of materials. The section which is at this time without any suitable Primary School accommodations is that



situated between the old Phillips house on the north, and the Warren Street School on the south. It seems to me that justice to the inhabitants of this section requires that they should be provided with a school. A building of three rooms would probably be sufficient, and I hope measures will be taken to erect one of that description.

The subject of school discipline has of late attracted some attention. It is well to keep a vigilant eye on this department of school management. Teachers who are known to be habitually harsh, and unnecessarily severe, should be admonished, or dismissed, but the whole body of teachers should not be made to suffer, on account of the indiscretion of a few delinquents. The great mass of our teachers, no doubt, do their best to govern their pupils on right principles, and they deserve commendation for the success they have achieved in this direction. And while we should not tolerate anything like harshness, or unnecessary severity on the part of the teacher in the government of his school, parents should be made to understand that it is their duty to so train their children at home, that they will not need any coercive discipline at school.

Respectfully submitted by

JOHN D. PHILBRICK,

*Superintendent of Public Schools.*

SEPTEMBER, 1866.

SEMI-ANNUAL REPORTS

OF THE

STANDING COMMITTEE ON MUSIC.



## REPORTS OF THE COMMITTEE ON MUSIC.

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*In School Committee, Boston, June 12, 1866.*

The Committee on Music respectfully submit the following as their Semi-annual Report: —

Since the last Semi-annual Report of this Committee, considerable progress has been made in the study of music, in both the Grammar and Primary departments of our school system.

*The Grammar Schools*, now twenty-one in number, are, with three exceptions, all under the charge of Mr. J. B. Sharland; and the Committee on Music would respectfully recommend that from and after the expiration of the present school-year, the entire charge of this branch in the Grammar department be given to that gentleman, who will devote the whole of his time and attention during school hours to his duties of musical instruction in the public schools.

Your Committee have, since their last Report, directed their efforts more particularly to the establishment of a proper musical teaching in the *lower rooms* of the Grammar Schools, in accordance with the requirements in the Rules and Regulations so provided, and with some

degree of success. In thirteen of the schools of this grade, musical instruction is now thus given during some portion of each day, under the general direction and supervision of the special teacher of music, who devotes, personally, such attention to these classes as his time will permit; and they are happy to report a commendable degree of interest in the music lessons on the part of teachers as well as pupils. It is the intention of your Committee to extend such instruction, if possible, till the regular teachers in every room throughout this, as well as the Primary department, shall work up to the letter of their requirements, as set forth in our code of Regulations, — the experience of the last year in this direction warranting the belief, on the part of the Committee, that such course is entirely practicable. The music charts which are now being introduced in all the Grammar Schools tend much to facilitate this work. Your Committee would now, more emphatically than ever, recommend that at least ten minutes in each session be given to this branch of instruction in each and every room of the Grammar School department. In this way alone can the full measure of benefit be gained in the perfected plan of musical teaching, which is now so nearly accomplished in our public schools.

*In the Primary Schools*, under the supervision of Mr. Mason, the plan of musical instruction is also rapidly developing and assuming a practicable form and shape. It already includes upwards of two hundred of the schools of this grade and is being extended throughout the whole department. It has secured, to a gratifying extent, the aid and co-operation of the teachers, who

now perceive and acknowledge its salutary influence upon the general character of their schools. The music charts have been furnished to the various rooms as fast as circumstances have seemed to warrant.

Your Committee are gratified to record the advance in the salaries of the instructors of music, in common with that of the other teachers of our schools, — a measure which, in their estimation, was richly deserved on the part of the recipients, and will add still more to the efficiency and interest of this department of our public instruction.

The question of providing pianos, of an economical but substantial make, for the use of the Primary School buildings, has already been mooted in former reports of your Committee. The arguments then stated in favor of such provision have only been strengthened by experience.

Your Committee, in conclusion, beg leave to offer the following Orders, as embodying the recommendations and suggestions they have from time to time set forth in their Reports, — the adoption of which by this Board will promote still more effectually the interests of the special department over which they have charge.

The Orders are as follows:

1st. *Ordered*, That Sect. 8 of Chap. IX. be amended by striking out the phrase commencing with the third line, "and singing shall form part of the opening and closing exercises of every session," and substituting therefor the words, "Ten minutes in each session shall be devoted by the teachers to instruction in music"; also that the word "further" be introduced after "such" in the clause immediately following.



2d. *Ordered*, That the sum of \$7,500 be appropriated towards the purchase of suitable pianos for the Primary Schools, and that the Committee on Music be instructed to contract with responsible parties to furnish said instruments, at an expense of not more than two hundred dollars apiece, after a critical examination and approval of the same by the said Committee.

3d. *Ordered*, That instruction in music be introduced into the Latin School and English High School for Boys, and that two half-hours in each week be devoted to such instruction, in like manner as in the schools of the Grammar department.

All which is respectfully submitted.

For the Committee,

J. BAXTER UPHAM,

*Chairman.*

*In School Committee, Sept. 11, 1866.*

The Committee on Music ask leave to submit the following as their Report :

In reviewing the operations of the school-year which has just closed, your Committee find cause for encouragement and satisfaction in the general progress which has taken place in this department of instruction. They believe that some real and solid advantages have been gained, — first and foremost among which has been the adoption, by a large and hearty vote of the School Board, of the order appended to the preceding Report of the Committee, making it the duty of every teacher in the Primary Schools to devote at least ten minutes in each session to regular instruction in Music.\* The further introduction of the music charts into both Primary and Grammar Schools has been accomplished as rapidly as circumstances would permit. More unity, method and uniformity of teaching has prevailed ; and a greater interest and appreciation of this branch of their work is beginning to be perceptible, on the part of the teachers especially.

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\* The present Report, although required by the Rules to be offered at the September Quarterly Meeting of the School Board, through unavoidable delay, was not presented till the quarterly meeting in December. The vote alluded to above was passed October 1st, and may, as the Committee think, with propriety be mentioned here.

In the *Primary Schools*, under the faithful and intelligent supervision of Mr. Mason, the plan of a more thorough and comprehensive instruction in music is now for the most part permanently established, and is already showing forth its beautiful results. The Chairman of the Committee on the Annual School Report gave, last year, in the body of his Report a *resume* of the programme of instruction in singing in the Boston Primary Schools, as adopted in the sixth, fifth, fourth and third classes. This programme, with some present modifications, and as now carried out more fully in the plan of instruction through the second and first classes, may very properly be re-inserted here.

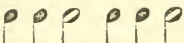
It is as follows :

PROGRAMME OF ELEMENTARY INSTRUCTION IN SINGING IN THE  
BOSTON PRIMARY SCHOOLS.

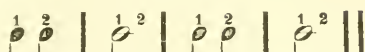
*Requirements for the First Year (Sixth and Fifth Classes).*


(1.) Pupils shall be taught to sing *by rote* all the exercises and songs with words of the first seventeen pages of "Holmann's Practical Course in Singing," Part I.; also to sing the scale, ascending and descending, by the scale names, One, Two, Three, Four, Five, Six, Seven, Eight, and by the syllables, Do, Re, Mi, Fa, Sol, La, Si, Do.


(2.) They shall be taught musical notation from the black-board, — the pupils to copy the notes and other signs upon their slates to the following extent, viz : —

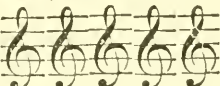
(a) Notes, short and long, 

(b) Measures, Bar and Double bar,



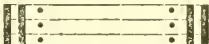
(c) Rests, short and long, 

(d) The Staff,  Degrees (Lines and Spaces).

(e) The G clef, 

(f) The first six sounds of the scale, in the key of G, written upon the staff with the  $\bar{g}$  clef,



(g) The signification of the following letters *p*, *pp*, *f*, *ff*, *mf*; also the repeat, 


(3.) Music charts for daily practice.

(4.) Other songs and exercises at the discretion of the teacher.

### *Second Year (Fourth and Third Classes).*

(1.) Continuation of Songs through Hohmann's Part I., *by rote*, with a view to the pupils' learning the same *by note*; also the following additional characters in musical notation:—

(a) 

(b) 

(c)  $\sharp$ ,  $\flat$ ,  $\natural$ , and  $\smile$

(2.) Double, triple, quadruple, and sextuple time, including Accentuation and manner of beating the same.

(3.) Music charts for daily practice; also miscellaneous songs and exercises at the discretion of the teachers.

*Third Year (Second and First Classes).*

Pupils for transfer to the Grammar Schools should be able

(1.) To sing all the songs and exercises in Hohmann's Practical Course, Part I., *by note*.

(2.) To describe, by its intervals, the Major-Diatonic Scale.

(3.) On hearing a musical phrase, to tell in what kind of time it is; also to describe double, triple, quadruple and sextuple time, including accentuation and manner of beating the same.

(4.) To write, at dictation, the whole, quarter, and eighth notes, and their corresponding rests.

(5.) To write the staff, and the  $\bar{g}$  clef in its proper place upon the staff.

(6.) To write, at dictation, upon the staff with the  $\bar{g}$  clef the notes representing the following sounds or pitches,  $\bar{g}$ ,  $\bar{a}$ ,  $\bar{b}$ ,  $\bar{c}$ ,  $\bar{d}$ ,  $\bar{e}$ ,  $\bar{f}$ ,  $\bar{g}$ ,  $\bar{a}$ ,  $\bar{b}$ ,  $\bar{c}$ ,  $\bar{d}$ ,  $\bar{e}$ ,  $\bar{f}$  and  $\bar{g}$ ; also  $\bar{f} \#$ ,  $\bar{f} \#$ ,  $\bar{c} \#$  and  $\bar{b} \flat$ .

(7.) Music charts (second course).

(8.) To sing, at sight, simple melodies in the keys of C, G, and F, Major.

(9.) To write the scales of C, G, and F, Major, upon the staff with  $\bar{g}$  clef, and their proper signatures; also to name the pitches of the sounds composing these scales, in their order.

(10.) To explain the use of the  $\#$ ,  $\flat$ , and  $\natural$ .

Book, Hohmann's Practical Course, Part I.

Of course it has not been possible for the music teacher to give his personal attendance every day of every week, in each of the two hundred and fifty schools of this grade. Nor, indeed, has it been practicable or

expedient for him to visit some of the remotest of them more than once or twice during the year, if at all. During the greater part of his time his efforts have been concentrated mainly upon certain groups of schools — four, five, or six, or more in the different districts, dividing his time as nearly as possible equally and impartially among the various portions of the city, — and, as fast as the teachers of the schools visited become interested themselves in the subject and their capacity for this teaching demonstrated, leaving them to carry on their work, with an occasional visit for inspection or counsel, — himself passing on to other groups of schools to set in motion the same train. In many instances the regular teachers have caught up, with remarkable aptitude and facility, the method of the master, and his genius for teaching and for interesting children — and this by no means among those teachers exclusively who are what is called *musical* themselves, — the aptitude to teach, successfully and intelligently, the first rudiments of the art, being found among those who are most earnest and most conscientious and apt in communicating a knowledge of all the other branches of school-instruction committed to their care. We feel greatly inclined to point out and mention by name those schools wherein the greatest success has been achieved in this specialty, were it only to show how invariably they would prove to be the *best schools* in all respects, and also to call by name some in which the least interest and care has been manifested in carrying out the instructions of the Board in this regard; but we must defer this part of our duty to a future Report. It may suffice to give here the



impressions of one, than whom there is no better judge of the art itself and of the true teaching of it, after a visit to one of the first-named category of schools; and which, in the minds of the Committee, is only a graphic delineation of what may now be found in many of the Primary Schools of Boston.

"We entered a room on the lowest floor of a Primary School. Some forty children, of the age of five or six years, whose faces lit up with joy at the arrival of Mr. Mason, sang first a number of little songs by rote, all in good time, and nearly all of them in tune, and with a very pleasant average of good round musical tone. Their attention was called to various points of expression, loud and soft, etc., and one after another made, in a manner, a critic upon the whole. These little songs and exercises from the first seventeen pages of Hohmann's "Practical Course of Singing," Part I., an excellent manual which Mr. M. has had translated from the German. Then they sang the scale, upward and downward, by the scale names, *one, two, three, etc.*, and by the syllables *do, re, mi, etc.*, answering every question that could be thought of to test their understanding of what they were doing. Then came musical notation from the blackboard — a few steps only, as little technical as possible, things before names, the pupils copying the notes and signs upon their slates, and naming and describing all that the teacher wrote upon the board, such as notes, short and long; the staff, its degrees, lines and spaces; the G clef, and the first six sounds in the key of G written in that clef; and several other things, followed by other songs at the discretion of the teacher.

"It was evident that these little ones understood and enjoyed each stage of the process. And thus they were unconsciously inspired with order and with rhythmical behavior at the same time.

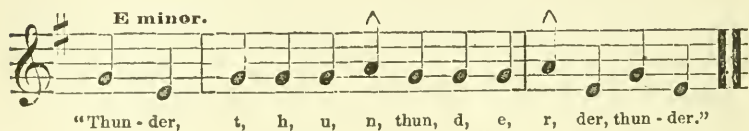
"Ascending one flight, we found a somewhat larger class of

children, six or six and a half years old — fourth and third classes. Here the songs in the little manual were continued by rote, and afterwards examined carefully by note; but first new characters were learned, minuter sub-divisions of time, etc., and various exercises explained and sung from charts hung up before them. Now and then one little child was called to take the pointing rod and teach the lesson to the others, and by various such devices their interest and attention were thoroughly engaged. The proportion of true voices and the average of good tone were manifestly greater here than in the room below. Still greater in the first and second classes (ages about seven and eight) in the story above, where the technical course was carried forward several stages, and the song-singing even extended to singing in two parts, revealing to their fresh sense the new miracle of harmony.

“And so the system is carried through the classes of the Primary School.”

Among the most important of the immediate results of such teaching, in those schools where the regular teachers have resolutely and faithfully given the due quota of time and attention to the programme of musical instruction,—a result not unlooked for, and one to which the attention of the Board has been called in anticipation in the previous Reports of this Committee,—is the gradual but sure eradication of the prevailing sing-song “*primary-school tone*,” as it has been called. The extent to which such habits of listless and unmeaning sing-song utterance prevails in some of our own schools of this grade, even at the present day, pervading every performance in reading, in spelling, and in recitation, may be exemplified in the following illustrations, taken at random and noted down on the spot in certain schools

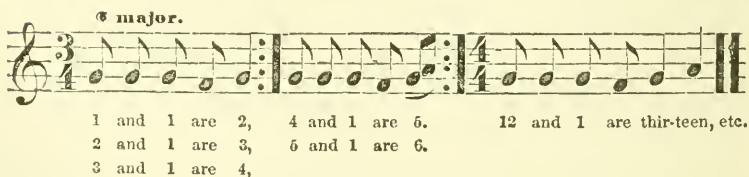
which shall be for the present nameless. In spelling, take for example the word *thunder*. It is given out by the teacher; the pupils pronounce it after her and proceed to spell it after the following fashion:



The *tempo* depends upon the peculiar temperament of the teacher; it is generally rather dragging and heavy, and the strain being in the minor-key, the most energetic teacher, without the aid of musical training, cannot long resist its influence. Of measure, there is none.

In the recitation of arithmetical tables, the *tune* is of a rather livelier cast, usually in the major-key, and the rythm is more marked, thus:

(a) Addition tables:



(b) Subtraction tables:



## (c) Multiplication tables :

*C major.*

5 times 1 are 5, 5 times 3 are  
5 times 2 are 10.  
fif - teen, 5 times 4 are twen - ty, etc.

## (d) Division tables :

*C major.*

3 in 9, 3 times, 3 in fif - teen, 5 times, etc.  
3 in 12, 4 times.

These faults are not confined to the Primary Schools ; but, if not eradicated, will creep up among the lower grades of the Grammar classes, adding vexatiously to the disturbing elements that are to be dealt with, as best they can be, in the earlier stages of Grammar-school instruction. It is but justice to state, in this connection, that wherever the co-operation of Mr. Monroe—the accomplished teacher of Vocal Culture and Physical Training—has been practicable, and his admirable exercises in the formation of the voice and the development of tone put in daily practice by the teacher, this vicious habit has proved vastly more amenable to cure.

A word in this place as to the mistaken notion, on the part of some, that it requires a good deal of practical knowledge of music in order to be able to teach it successfully. The Committee have already expressed

their dissent from this dogma in the present and in former reports. Of course, the possession of a fine musical culture on the part of the teacher is a great aid in this branch of instruction, and gives interest and zest to the work. But such accomplishment, to more than a very moderate extent, as we have seen, is not essential to success; and the neglect to carry out the Rules of the Board as to daily attention to this subject can find no valid excuse upon such ground. The capacity to teach the elements of Vocal Music (as this Committee have often mentioned in their Reports) is now required of all new candidates for the office of teacher in our Public Schools. Nor is it a very difficult matter for any one to acquire the knowledge and capacity sufficient to enable them to impart instruction to children in this interesting art intelligently and with pleasure to themselves. "Granting," says Currie, "that a thorough familiarity with singing is best acquired when it has been practised from infancy upwards so as to become a habit, nature does not withdraw the gift permanently from those who have set no value on it on emerging from infancy, or who have not had the habit formed by their early instructors. It is a matter of experience that children of whatever age, almost without exception, and without much difficulty, attain to the perception of 'tune.' And the adult, *the teacher for instance*, who may wish to acquire it may acquire it if he will; all may do so except those who have some organic defect. The difficulty will be considerable, more or less, according to the completeness or length of time he has allowed his capacity to remain dormant,—just as it would be if

“he had to acquire his power of language at a mature age. But he may acquire it, and, what is more, he can judge for himself whether he may or not; if he can distinguish that one note differs from another in pitch and length, he has musical capacity sufficient, to say the least, for all his purposes.”

In some of the school districts, the Music Teacher has, at the request of the Chairman of the District Committee, met the teachers as a body on some half-day in each month for the purpose of normal instruction in his specialty; and some such plan, if generally adopted throughout the city, would, in the minds of your Committee, prove of great service. To the same end, the teachers have been encouraged to visit such schools as have shown the greatest proficiency in their musical exercises, in order to observe and acquire the method of instruction. All this is well, and it might, perhaps, be better if some still more efficient general plan of normal teaching should be devised, a conscientious attendance upon which should be required of all teachers.

If we have dwelt somewhat at length on the manner and method of musical instruction, as now established in the Primary Schools of Boston, it is because we attach to it such essential importance, and because of our earnest desire that the masters and subordinate teachers may co-operate with us in our efforts to carry the system thoroughly and efficiently into operation in ALL the classes belonging to this division of our school system. It is here, as we have so often said, that instruction in music, if we ever expect it to attain to anything like a satisfac-



tory result as a part of our Common School teaching, ought to begin, and its foundations to be laid broad, deep and sure. Thus, and not otherwise, can be ensured such useful and practical knowledge of the art as we aim to furnish to every graduate of the Grammar and High departments of our Schools.

In the *Intermediate Schools*, of which there are at present only eleven in number, the same plan of instruction is now in operation — as far as possible — with, in some instances, most remarkable and gratifying results.

In the *Grammar Department*, in accordance with the recommendation of the Committee in a previous Report, the charge and responsibility of the musical instruction now rests upon Mr. Sharland, who divides his time equally among all the schools of this grade, himself personally instructing the first and second classes. Under the energetic and efficient direction of this gentleman, instruction in music, in addition to the usual lessons of two half-hours each week with the upper rooms, is being extended as rapidly as possible to all the lower classes of this department. In seventeen of the twenty-one schools comprised in this division, namely, the Adams, Bigelow, Bowditch, Bowdoin, Boylston, Brimmer, Chapman, Dwight, Eliot, Everett, Hancock, Lawrence, Lincoln, Mayhew, Prescott, Quincy and Winthrop schools, some attention to music is thus given during a portion of every week by the regular teachers, with such assistance from the music teacher as can be spared from his arduous duties with the upper classes. This is certainly a gain upon what has hitherto been accomplished; for,

although the Rules and Regulations explicitly require such attention to the musical instruction of their pupils on the part of the assistant teachers, very little, if any, regard has been paid to this requirement.\*

The Committee are aware that serious difficulties have hitherto existed in the proper carrying out of this rule. These difficulties, they believe, will hereafter be in great measure removed, since, with the close of the present year, the progressive plan of musical instruction in the Primary Schools will have reached up through all the grades of those schools, and will be felt in the promotions to the Grammar Schools. But, to insure a proper and systematic attention to this branch of study, it should have in all the classes its fixed and appointed time in some portion of each day's programme of study, as has already been many times urged by the Committee in their previous Reports. Ten minutes in each session faithfully given to such instruction in this specialty by the regular teachers in every room, following, indeed, the same plan that has already been fulfilled in the case of the Primary Schools, would be sufficient; and this would seem to us a very moderate demand for a subject

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\* Sect. 12, Chap. X. of the Regulations [of Grammar Schools] reads as follows :

“Two half-hours each week in the Grammar Schools shall be devoted to the study and practice of vocal music. Instruction shall be given to the first and second classes by the music teachers. Musical notation, the singing of the scale and exercises in reading simple music, shall be practised twice a week by the lower classes under the direction of the assistant teachers; and the pupils shall undergo examinations and receive credits for proficiency in music as in the other studies pursued in the schools.”

of such general interest and importance, as will appear when contrasted (in connection with the time given to some other school studies) with several of the best of the European Schools of a grade corresponding to our Grammar department, as given below.

*Table showing the relative proportion of time devoted to Arithmetic, Geography and Music in the Public Schools of Berlin, Potsdam, Leipzig and Weissenfels.*

SUBJECTS OF STUDY.	BERLIN.				POTSDAM.				LEIPZIG.				WEISSENFELS.			
	Hours per week.				Hours per week.				Hours per week.				Hours per week.			
	2d Class.	3d Class.	4th Class.	5th Class.	1st Class.	2d Class.	3d Class.	4th Class.	1st Class.	2d Class.	3d Class.	4th Class.	1st Class.	2d Class.	3d Class.	4th Class.
Arithmetic....	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4
Geography....	2	2	2	1	2	2	2	1	2	2	2	2	3	2	3	1
Music .....	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	3

In comparison with the above we give below the time now devoted to these studies in the various classes of three of our own schools of this grade. These schools are taken by the Committee from among the seventeen in which, as we have said, some attention is given to music in all the classes. They are up to the average standard of excellence.

*Table showing the relative proportion of time given to Arithmetic, Geography and Music in three of the Grammar Schools of Boston.*

SUBJECTS OF STUDY.	SCHOOL A. Hours per week.				SCHOOL B. Hours per week.				SCHOOL C. Hours per week.			
	1st Class.	2d Class.	3d Class.	4th Class.	1st Class.	2d Class.	3d Class.	4th Class.	1st Class.	2d Class.	3d Class.	4th Class.
Arithmetic.....	6	6	6.30	8	8.30	5.45	6	7	4	5	3	2
Geography.....	3	4	4	4.30	6.45	4.30	4	3.30	3	3	1.30	1.30
Music .....	1	1	1	1.10	1	1	.30	.45	1	1	.30	.30

To test the operation of this plan, in connection with the curriculum of studies required in our own schools of this grade, the experiment has been faithfully tried in one or two instances, and the results, as affecting the general interests of the school, have been carefully regarded. The testimony of Mr. Sheldon, master of the Hancock Grammar School, under whose hearty co-operation such instruction has been daily carried out in every room in his school during the past year, is interesting and to the point.

Says Mr. Sheldon, in a letter to the Committee, in reply to their inquiries on this subject, "It affords me  
 "gratification to give my testimony in favor of the prac-  
 "ticability and value of your efforts to inaugurate and  
 "carry forward a thorough and scientific system of  
 "instruction in vocal music, as an element of popular  
 "education in the public schools of Boston. I am con-  
 "fident that a strictly scientific course of instruction in  
 "vocal music is not only practicable, but imperatively

“demanded, in view of the high mission the schools of  
“Boston ought to fulfil in the work of practical and  
“refined culture. The advantage of such a system would  
“be almost universal, since, in a school of about one  
“thousand girls, less than a dozen pupils were unfitted,  
“from all causes, for obtaining to a fair degree of success  
“in this department of culture. This number would  
“have been reduced, provided musical instruction had  
“been begun at the age fixed for the admission of pupils  
“to the Primary Schools by the Rules and Regulations of  
“the School Board. My experience and observation  
“lead me to conclude that the time devoted to the *study*  
“*of vocal music tends to advance and further the progress*  
“*of the pupils in the other branches of study*, rather than  
“retard. Especially is this true in regard to speaking  
“and reading, which consist of essentially the same ele-  
“ments as singing, and should be taught in conjunction  
“with it. Vocal music is one of the most useful agen-  
“cies in the *discipline* of a school. The ‘music chart’ is,  
“in my judgment, a far better appliance, generally, than  
“‘the rod,’ in securing that harmony between teacher  
“and pupils, and a happy spirit and temper of mind,  
“which would prevent most of the petty cases of wrong-  
“doing, for which punishment is so often inflicted in our  
“schools. The influence of vocal music we find to be  
“toward the formation of a cheerful and amiable char-  
“acter, and the development of that strength and moral  
“power which is necessary to a life of usefulness.” . . .  
“Our plan is to assign eight or ten minutes of each day  
“of the school-year, to be devoted exclusively by all the  
“teachers of the school to instruction in vocal music.

“ We found that it employed muscles and intellect profitably, developed a taste for the artistic and beautiful, and called out the perceptive and constructive faculties of the soul more than any other single study taught for the same length of time.” . . . . .

“ Within a very few years, should this system, recently so auspiciously introduced into the Boston Schools, be faithfully and persistently carried forward by the School Board, teachers and people of the city, I feel confident in predicting that the pupils, generally, of the same age and advancement, would read and express in singing tones written music *at sight*, as readily and more correctly than they would the text of their School Readers in speaking tones. And my earnest hope is that the work so well commenced here may be pushed forward until the children of the humblest citizen of America, as they graduate from our schools, may be found trained in all respects so as to be able to compete with and rival the pupils of the best schools of the Old World.”

After such practical confirmation of their views, your Committee give notice of their intention, at an early day, to bring before the Board an order requiring that a definite and specified time — at least ten minutes in each session — be devoted daily to instruction in music in all the schools of the Grammar department, being substantially the same order, in spirit and form, as that recently passed in reference to the Primary Schools. In the nature of the case, without such specified and allotted time no well-arranged programme for musical study could be marked out for the Grammar Schools, and



none such now exists. At present, as far as is practicable, the music teacher, as has been before said, is endeavoring, by devoting a portion of his own time to the work, to give a proper direction to such instruction throughout the lower rooms. By the present requirements of the Rules, two half-hours a week must be devoted by the music teacher to personal instruction in his specialty in the first and second classes of each school of this division. All below these classes are divided, for the purpose of musical instruction, into two parts, to each of which the music teacher devotes a half-hour, at such time as his engagements with the upper classes will allow, in inspecting and giving direction to the teaching,—the regular teachers in all the lower rooms being expected to devote some portion of each day to this branch of study.

The want of a proper text-book in the Grammar Schools is beginning to be severely felt. In the lower classes, as in the Primary Schools, the music charts furnished by Mr. Mason, with illustrations and exercises from Hohmann, Mainzer, Wilhelm and Hullah, in some degree supply this want. Not so in the two upper classes. There, as has been previously stated in our Reports, it has been a permitted custom for the music teacher to use such book in illustration of his method of teaching as in his judgment was thought best,—the pupils supplying themselves with the books whenever required. The text-book now so used in the upper classes is an adaptation of the excellent system of Wilhelm, by John Hullah,—which follows admirably upon the plan of Hohmann now in use in all the

Primary and the lower grades of the Grammar classes. Connected with these progressive exercises of Wilhelm and Hullah is a variety of well-adapted pieces of music selected and most of them arranged by Mr. Sharland, — the whole forming a comprehensive and handsome volume for the pupil. This book the Committee have recommended through the Committee on Text-Books for adoption by the Board as a necessary and important aid in the existing stage of musical education in our schools. And while on this point the Committee would again refer to the views expressed by them in a former Report (see printed volume of the School Report for 1861), in which they express their hope that before long they may possess a manual of music adapted especially to our system of Public School instruction. Such manual, in three parts, adapted to Primary, Grammar and High School instruction, they believe must sooner or later grow out of the present efforts to adopt and carry out a thorough and progressive plan of musical tuition in the schools of Boston — which, when completed, should be recognized and adopted as the uniform text-books of the school, and be furnished to them at the cheapest rate, free from any trammels of copyright, or the interests or emoluments of any individual, author, compiler, or publisher.

*In the Girls' High and Normal School*, as heretofore, this department of instruction is under the charge of Mr. Zerrahn. Here the Committee have observed, with pleasure, a growing interest and appreciation, on the part of the pupils, in their musical tuition from year to year. This is only the natural result of the more thorough attention to this subject in the Primary and

Grammar departments. Under the hands of an accomplished master and musician, the pupils now acquire by practice a fulness and rotundity of tone, style and method of delivery, a good degree of facility in the reading of more difficult music in two and three parts, and some knowledge of musical form and composition. Two lessons a week of an hour and a half each, are apportioned equally among the three classes of this school.

*In the Training Department* of this school, for the present located in Somerset Street, normal instruction in the art of teaching music, illustrated by lessons to Primary pupils, is given by Mr. Mason.

ANNUAL SCHOOL FESTIVAL.

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THE Seventy-third Annual Festival of the Public Schools took place at the Boston Music-Hall on the afternoon of the 25th of July, and was participated in, as usual, by the School Board, the City Council, heads of departments, teachers, medal scholars, and invited guests, to the number of about three thousand persons. In accordance with the custom of the last few years the music for the occasion was furnished by the great choir of twelve hundred pupils, selected from the Girls' High and Normal, and Grammar Schools, with the accompaniment of a full orchestra and the organ. Mr. Carl Zerrahn officiated in the capacity of conductor, and Mr. J. B. Sharland presided at the organ, — this part of the festival being, as heretofore, under the supervision and management of the Standing Committee on music. The children were marshalled into the Hall in presence of the audience and took their places upon the stage quietly and without confusion, and with military precision and order. The exercises, consisting of addresses and music, began promptly at four o'clock, occupying about two hours and a half in their performance.

The musical part of the programme was as follows :

## I.

Choral. From "St. Paul." — *Mendelssohn*.

Sung in unison by twelve hundred pupils of the Public Schools.

## II.

Hollandisch National Hymn.

## III.

Trio. — *Rossini*.

Sung by pupils of the Girls' High and Normal School.

## IV.

Image of the Rose. — *Reichardt*.

(In muted tones.)

## V.

"Over the Billows." — *Kielblock*.

In two vocal parts, with full orchestral accompaniment.

## VI.

"The Heavens are Telling." From the "Creation." — *Haydn*.

In three parts, with organ and orchestral accompaniment.

## VII.

THE OLD HUNDREDTH PSALM.

From all that dwell below the skies  
Let the Creator's praise arise ;  
Let the Redeemer's name be sung  
Through every land, by every tongue.

Eternal are thy mercies, Lord ;  
Eternal truth attends thy word ;  
Thy praise shall sound from shore to shore,  
Till suns shall rise and set no more.

This last was sung in unison by the vast choir, in the concluding verse of which the whole audience joined with sublime effect.

Speeches, brief, eloquent and pertinent to the occasion, were made by the Chairman of the Festival Committee and other gentlemen during the afternoon. These were followed by the customary presentation of bouquets and a kindly and appropriate address to the medal scholars by the Mayor.

The exercises were closed with a benediction from the Chaplain.

Thus ended another school-year, with the closing hours of which the music of a thousand fresh young voices cannot fail to be fittingly and lastingly associated.

J. BAXTER UPHAM,  
JOHN P. ORDWAY,  
FRANCIS H. UNDERWOOD,  
R. C. WATERSTON,  
W. H. CUDWORTH,

*Committee on Music.*





REPORT  
ON  
POWERS OF SCHOOL COMMITTEE.



## REPORT ON POWERS OF SCHOOL COMMITTEE.

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### AN ORDINANCE RELATING TO PUBLIC SCHOOLS.

*Be it ordained by the Aldermen and Common Council of the City of Boston, in City Council assembled, as follows :*

CTION 1. The third section of the Ordinance relating to Public Schools, passed December eighteenth, eighteen hundred and fifty-five, is hereby repealed.

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CITY OF BOSTON.

*In Board of Aldermen, January 29, 1866.*

Referred to the Committee on Ordinances.

Sent down for concurrence.

G. W. MESSINGER, *Chairman.*

*In Common Council, February 1, 1866.*

Concurred,

JOSEPH STORY, *President.*

## CITY OF BOSTON.

*In Board of Aldermen, February 19, 1866.*

The Committee on Ordinances, to whom was referred the "Ordinance Relating to Public Schools," having given the subject careful attention, respectfully

## REPORT :

On the 12th of December last, the School Committee voted to increase the salaries of the several teachers of the public schools, in the form of an addition to the already established salaries for the current school-year, said addition to apply from the commencement of the school-year on the first Monday of September preceding. This action was reaffirmed on the 26th of the same month, by a refusal of the Committee to reconsider its action; and again, on the 8th of January following, in establishing the salary of the Secretary of the Committee, for the year 1866, at the same rate as that provided by the increase of December.

The rule of the School Committee applying to salaries is as follows :

CHAPTER V. — Section 2. "In the month of June, annually, the Board shall elect the instructors of the public schools, and fix their salaries for the ensuing year."

The Committee on Accounts of the School Committee, in due time, addressed the City Council for a sufficient appropriation to cover the increase of salaries, as follows :

BOSTON, December 19, 1865.

TO THE HONORABLE CITY COUNCIL OF THE CITY OF BOSTON:

At a meeting of the School Committee, held on the 12th instant, an addition to the salaries of the instructors in the city service, and of the school officers, for the current year, was voted, amounting in the aggregate to about fifty thousand dollars; and the Committee on Accounts, in obedience to instructions of the Board of School Committee, hereby respectfully request that the said sum of fifty thousand dollars be appropriated for the purpose above named; twelve thousand seven hundred and fifty dollars being assigned to the Primary School Department, and thirty-seven thousand two hundred and fifty dollars to the Grammar School Department.

Very respectfully,

For the Committee,

E. C. ROLFE, *Chairman*.

This request, in view of the near approach of the close of the municipal year, was referred to the City Government of 1866, which, soon after its organization, committed the same to the Committee on Public Instruction.

This Committee, having the counsel of the City Solicitor, gave the subject careful attention, with a result as follows, as expressed by the Chairman of the Committee, Thomas Gaffield, Esq., in his printed Report (City Document No. 16, 1866):

"Peculiar powers have been conferred by statute on the School Committees of all our cities and towns. In the exercise of this independent and absolute government and control of our institutions of public instruction, the School Committee of Boston can appoint teachers and fix their salaries. The City Council



has no control over their action, except to withhold appropriations when the amount asked for is more than the statute requires the city to expend annually for educational purposes. . . . The Committee on Public Instruction would distinctly state, that it is the opinion of the City Solicitor that the action of the School Committee was perfectly legal; that that Board alone can appoint teachers, and fix their salaries; and that the only control of the City Council over their action is 'the power to close the schools, after they have been open the length of time required by law, and thus stop further expenditures on their account. . . . In view of the law, and of all the facts before us, and also with an earnest and sincere desire that our School Committee shall always be composed of such intelligent, faithful and discreet men that there shall always exist a most cordial coöperation between this Committee and the City Council, your Committee recommend the passage of the accompanying Order. This Order provides for the wants of the School Committee to the end of the financial year. Any further appropriation needed, may be provided for by the City Council, in its appropriations for the next year:

"ORDERED: That the Treasurer be, and he hereby is, authorized to borrow, under the direction of the Committee on Finance, the sum of twenty thousand dollars, the same to be added to the appropriations for Grammar and Primary School Instructors."

This order failed to pass the Board of Aldermen, the vote being four in the affirmative, eight in the negative. It was given, in the discussion that arose upon the Order, as one of the reasons for opposition to it, that it was in violation of the City Ordinance relating to schools, wherein it is provided, among other things, that —

"Said [School] Committee shall not fix the salaries of the

teachers in the public schools at such rates that the aggregate amount of all said salaries shall, in any financial year, exceed the sum named for that purpose in their estimate."

The "estimate" for school purposes was made in the month of *February*, the increase was voted in *December*, to apply to salaries commencing in *September*, as we have already stated. Again the City Solicitor was consulted upon this apparent conflict of authorities, and his decision was clear and positive that, in view of the statute law, no rule of the School Committee, and no ordinance of the City Council, that curtailed the right of the School Committee to fix the salaries *when*, and to *what amount*, they deemed expedient, could stand.

In the light of this renewed decision the following Ordinance was introduced into the Board of Aldermen, and by concurrent vote referred to the Committee on Ordinances :

"SECTION 1. The third section of the Ordinance relating to public schools, passed December 18, 1855, is hereby repealed."

In considering this Ordinance, your Committee have examined the law and precedents bearing upon the whole subject of the relation of School Committees to municipal officers. By the provisions of the General Statutes of Massachusetts (Chap. 38), it is made obligatory upon every town (sect. 1) to keep "for at least six months in the year, a sufficient number of schools," to raise (sect. 12) "such sums of money for the support of schools" as shall be deemed necessary, failing to do which it shall (sect. 14) "forfeit a sum equal to twice the highest sum

ever before voted for the support of schools therein," and the School Committee (sect. 23) "shall select and contract with the teachers of the public schools," dismissing them (sect. 25) "whenever they think proper."

These provisions of the statute-law amply show that the selection and payment of teachers rest solely and indisputably with the School Committee, and that the towns are obliged to furnish the means for the payment of their salaries, at least to an amount sufficient to keep the schools open for six months in each year.

These positions have already been acknowledged by the City Council of Boston. By City Document No. 77, 1853, it appears that the Committee on Public Instruction, in considering an order looking to a change in the salaries for teachers of Intermediate and Primary Schools, under the advice of the City Solicitor, (Peleg W. Chandler, Esq.,) reported that the then Ordinance of the city, giving the fixing of salaries of teachers to the School Committee, was "in accordance with the laws of the Commonwealth," and "with a decision in the *4th of Cushing*, 599; and that the City Council have no authority to change the provision, even if they were so disposed." The Committee concluded as follows:

"There seems to be, therefore, but one course proper to be pursued, and that is to refer the subject to the School Committee, where according to the statutes of the Commonwealth, it rightfully belongs."

Action was taken accordingly, and the whole matter left with the School Committee.

The "decision" referred to by this Committee of 1853,

in the *4th Cushing*, was that of *Batchelder vs. The City of Salem*, the importance and analogy of which to this discussion warrant its quotation in full:

JAMES B. BATCHELDER *vs.* THE CITY OF SALEM.

This action, which was brought by the plaintiff to recover his salary as principal of one of the Grammar Schools of the city of Salem, was submitted to the Court upon an agreed statement of facts.

The plaintiff was duly appointed principal of one of the Grammar Schools of the city of Salem on the 21st of December, 1846, and immediately entered on the duties of the office, and continued to discharge them until the 1st of December, 1847. The salaries of the principals of the Grammar Schools were duly established at \$700 a year, on the 6th of January, 1839, and were so continued, without any change, and without any action of the School Committee thereon, until the 1st of June, 1847, when the Committee, at a meeting duly called for the purpose, passed the following vote: "That the salaries of the teachers of the Grammar Schools be hereafter \$800 per year, and that the salaries of the assistant teachers, and of the teachers of the Primary Schools that have been \$150, be hereafter \$200 per year." The municipal year commenced on the 1st day of April.

It was admitted that the plaintiff was entitled to recover at the rate of \$700 a year, and that the defendants paid into the Court below, by leave of the Court, at the June term, 1848, the sum of \$304, which was the full amount due the plaintiff, unless he was entitled (which was denied by the defendants) to recover a further sum under the vote of the School Committee, before recited, of June 1, 1847.

The amount specially appropriated by the City Council of Salem for the salaries of teachers for the municipal year 1847

was \$17,025, and the amount actually paid during the same year was \$16,326.43. But there was due and unpaid, at the close of that year, for the salary of the plaintiff, the sum of \$304, and there were occasional vacancies in some of the schools, in the office of assistant teacher, during the year, but for which the amount specially appropriated would have been expended. The salaries of all the teachers, under the vote of June 1, 1847, would have amounted to \$18,500, exceeding the amount actually appropriated for that purpose \$1,875.

The opinion of the Court was delivered at the October term, 1850.

FLETCHER, J. The important question in this case is, whether the plaintiff is entitled to the salary of \$800, according to the vote of the Committee of June 1, 1847. It is not denied that it was the intention of the Committee, by their vote, to contract, and that they did thus contract with the teachers for their salaries; but it is denied that this contract was binding on the city.

It is maintained, on the part of the defendants, that they alone have the power of determining the amount of money which shall be raised for teachers; that the Committee, in making their contracts with the teachers, must keep within the amount appropriated to this object by the city; that the Committee have no power to bind the city beyond the amount which the city may think proper to raise; and, in fact, that the power of the Committee may be limited, restricted, or taken away by the city.

The powers of School Committees are expressly given and particularly specified and defined by statute. The inhabitants of any town, at their annual meeting, are to choose by written ballots, a School Committee, consisting of three, five or seven persons.

Special provisions for cities in regard to the number of the School Committee, and the manner in which they shall be chosen, are contained in the respective charters.

The powers to be exercised by this Committee are given in

the most general terms. They are to "have the general charge and superintendence of all the public schools in the town." Rev. Stats. Chap. 23, § 10. The School Committee have the whole power to examine teachers, and no one can legally be a teacher in any public school, until he has received from the School Committee a written certificate of his qualification. The School Committee are to select and contract with the teachers of the town and district schools. Stat. 1838, Chap. 105, § 2. This power is expressly given by the statute. It is given in positive and unqualified terms. By this statute, the Committee has the power, absolutely and unconditionally, to agree upon the salaries of the teachers. There is no power given to any other men, or body of men, to contract with the teachers, and this power is given by the statute, and not by the town or city.

This general position is, of course, to be taken with the exception of the provision by statute, that the power of selecting and contracting with teachers may, by express vote of the town, be transferred from the Superintending to the Prudential Committee; but that was not done in this case.

There are very obvious and strong reasons for intrusting this power exclusively to the Committee. The Committee have the general charge and superintendence of the schools; they judge of the qualifications of the teachers; they select the teachers for particular schools with direct reference to their fitness for those schools. But the power to select would be vain and nugatory without the power to fix the compensation. Whether a suitable teacher can be obtained for a particular school, will depend on the compensation offered. Whether a teacher shall be a person of high qualification or low qualification, whether the schools shall be good schools or poor schools, depends on the amount of compensation. Take away from the Committee the power to fix the salaries of the teachers, and you take away from them the power to perform the duties which the Legislature have imposed on them.



The Legislature have imposed on the Committee the duty of seeing to it that the public schools are in a condition and of a character best calculated to advance the improvement and promote the good of the pupils. The character of the schools will depend on the character of the teachers, and the character of the teachers will depend on the compensation. The power to fix the compensation is chiefly intrusted to the Committee, for the full, appropriate, and most useful discharge of their duties. This power the Legislature, for the most satisfactory and conclusive reasons, have expressly given to them.

How can the city deprive the Committee of a power expressly given by the Legislature? To say that the city is not bound to pay according to the contract of the Committee, would be in effect to say, that the Committee had no power to contract. It is said, that the inhabitants of a town or city have the power of determining the amount of money they will raise for schools. But this proposition cannot be maintained in this general and unqualified form. The obligations, imposed on towns by the statute, are to provide schools of certain grades for certain prescribed lengths of time; and beyond these periods the law imposes no obligation. The law prescribes no amount of money which shall be raised, and fixes no limits to the amount which it may be necessary to raise. Towns are obliged to maintain schools for certain periods during the year, and the Committee have the power to select and contract with the teachers. For the time during which the towns are obliged by law to keep the schools, they must pay such salaries as may be contracted for by the Committee. The salaries can be fixed by law in no other way than by the Committee. Taking this power away from the Committee would break up the whole system established by law in regard to the public schools.

Whether there shall be any schools kept beyond the time required by the statute, is a matter depending wholly on the will and pleasure of the inhabitants of the towns. If the schools are

continued, there is no one authorized by law to select and contract with the teachers but the Committee. If the salaries contracted for by the Committee are thought to be onerous, the town can stop the schools after the expiration of the time required by law. The only way left open by the statute for the town to reduce the expenses is not to continue the schools beyond the time required by the statute. There is no provision for the town to reduce the salaries, or to interfere with the contract made by the Committee with the teachers.

But it is in the power of towns to resolve not to continue their schools beyond the limited period, during which the law expressly requires that they should be continued. Beyond these required periods, the towns have the power of controlling and limiting the times of keeping their schools, and in this way of controlling and limiting the amount of money to be raised for schools, though the towns have the right of raising as much money for this object as they may think proper, beyond what is positively required by law. The law fixes the smallest amount of instruction to be provided by towns, leaving with towns the right to provide such further amount as they may think proper. In point of fact, the towns in the Commonwealth, with very few, if any exceptions, tax themselves for an amount of instruction very much beyond what is required by law. They act in this matter from higher and nobler motives and considerations than merely the consideration of their strict legal obligation.

The plaintiff in the present case was permitted to go on in the discharge of his duties in his school, relying on his contract with the Committee for his increased compensation, without any objection on the part of the defendants, who took no measures and intimated no wish to discontinue or terminate the school, and gave no notice to the plaintiff that his services were not wanted. The plaintiff, having performed the services sued for in pursuance of a valid contract with the Committee, the defend-

ants are bound to pay him his compensation, according to the sum fixed by the Committee, June 1, 1847; the Committee having full legal authority to make that contract, and by which of course the defendants are bound.

It will be observed that this case, thus fully quoted, is an exact counterpart of that which has lately received the attention of the City Council. The School Committee of Salem raised a teacher's salary out of regular course, and when the appropriation had been exhausted. The Supreme Court fully sustained the Committee in so doing, and the city was required to meet the outlay consequent upon their action.

With these precedents, therefore, based upon the statute-law, your Committee cannot come to any other conclusion than that the section of the Ordinance under consideration is in violation of the law, and should be repealed. To dictate to the School Committee, by ordinance, what shall be their course in regard to salaries, is not only in evident conflict with the law, but jeopardizes the harmony and common respect of the two bodies, and injures the reputation of a city which has ever lent a generous support to schools. The City Council cannot desire to stand in an attitude of antagonism with the School Committee, especially when it is plainly an untenable and illegal position; and therefore the repeal of the objectionable section is the only reasonable course to pursue.

As an independent body, deriving its powers from the people, precisely as does the City Council, the School Committee will, doubtless, whenever it deems it expedi-

ent, reconsider its regulations bearing upon the payment of salaries. This is the only suggestion your Committee feel at liberty to make upon this point.

But, bearing upon this question, in the minds of members of the City Council, may be the consideration of how an increase of salaries voted by the School Committee shall be met, when the appropriation made for that purpose shall have become exhausted. We may say, in partial answer, that it is not probable that it will often occur that the salaries will be increased during a current school-year. The duration and exactions of the civil war in which the nation has been engaged, have made the case in instance an exceptional one. Nevertheless, by the law, the City Council must respond to the request of the School Committee, or close the schools after six months' tuition. But the power is with the City Council to say whether or not a city debt, for a term of years, and bearing interest, shall be created to provide for the deficiency of appropriation. On this point, in the present instance, your Committee are of opinion that it is inexpedient to create a debt for this purpose. The nearness of the time when the appropriations for the ensuing year will be made, is favorable for a delay by the teachers in receiving their promised pay till the new fiscal year commences, — to which no one of them, we readily believe, will be unwilling to assent, rather than have the city create a "funded debt," running for ten, fifteen, or twenty years, as the case may be, for what is wholly a benefit to the community in this generation. Neither can a "temporary loan," which is negotiated and payable during each financial year, in

this instance afford any relief, as the present financial year closes on the 30th April ensuing. Your Committee are unanimous in opinion that neither a "funded debt," nor a "temporary loan" is now expedient. By adding the amount of the deficiency to the appropriation asked for, for the ensuing year, the difficulty will be obviated, and the teachers, after a little delay, will receive the full amount of the salaries to which they are entitled by law.

In view of all these considerations, and in conformity with the requirements of law, your Committee respectfully report that the Ordinance, repealing the third section of the Ordinance relating to Schools, ought to pass.

For the Committee.

CHARLES W. SLACK,

*Chairman.*

REPORT  
ON  
NEGLECTED CHILDREN.





## REPORT ON NEGLECTED CHILDREN.

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CITY OF BOSTON.

HON. F. W. LINCOLN, MAYOR OF BOSTON,  
AND CHAIRMAN OF THE SCHOOL COMMITTEE:

*Dear Sir,* — At the late regular meeting of the Ministers at Large, Rev. Mr. Gerry and Mr. Copeland were appointed a Committee to confer with the City Government and School Committee of Boston, in relation to exposed and neglected little children. I was also appointed upon our Committee, and, as Chairman, beg leave to ask you to do us the favor to notify us when we can have a hearing before your whole School Committee, or any Sub-committee on their part, or other Sub-committee of the Government.

Yours very truly,

CHARLES F. BARNARD.

WARREN STREET CHAPEL, Oct, 20, 1865.

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CITY OF BOSTON.

*Rooms of the School Committee, City Hall,*  
Dec. 31, 1866.

At a meeting of the School Committee, January 8, 1866, the Chair read a communication from Charles F. Barnard, in behalf of a Committee of the Ministers at

Large, in relation to "exposed and neglected little children," which was referred to the following Committee, viz, Messrs. Wright, Manning, Waterston, Sanders and Amory. At a meeting of the Board held February 5th, Mr. Manning having resigned, the Chair appointed Mr. Loring Lothrop to fill the vacancy in the Committee.

At a meeting of the Board, held December 28th, it was voted that the Committee have leave to report in print; and also, that the Report be embraced in the Annual Report of the School Committee.

Attest,

BARNARD CAPEN,  
*Secretary of the School Committee.*

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The Special Committee to whom was referred the petition of Rev. Charles F. Barnard and others on behalf of the "Ministers at Large" of the City of Boston, respecting exposed and neglected little children in this city, respectfully submit this their final

#### REPORT:

Immediately after the appointment and organization of the Committee, a public hearing was given the petitioners, at which all the petitioners were present, and also a Committee from the Board of Truant Officers.

It became early apparent that very much of the evil which seemed patent to the petitioners, as well as very many of the suggestions they had to make for the

removal, correction, or relief of this evil, were beyond the legitimate province and authority of the Board of School Committee, as at present constituted and empowered.

Still so important were the suggestions made, as bearing on the great subject of our Public School Education, that your Committee rather encouraged and solicited the widest and most specific expression of thought and opinion from all and each of the gentlemen present. The result was a lengthy, friendly, free and exhaustive canvassing of all the considerations for and against the various suggestions submitted by them, whether looking to action to be had by the Board of School Committee or otherwise. By this means your Committee were enabled to arrive at unanimous conclusions upon all the matters under discussion, and they have the pleasure of believing that these conclusions met the approval of the petitioners themselves, notwithstanding the ends they had purposed to themselves were not thereby attained.

It was represented that there were five classes of children in our city, for whom some additional care and control were needful, viz :

*First.* Juvenile criminals, of whom the received authorities showed there were 1,800, or thereabouts, annually receiving judicial sentence in the various criminal tribunals of the city.

*Second.* Children who habitually go about the streets and lanes of the city, pilfering, begging, chipping, or engaged in other petty occupations of various sorts.

*Third.* Children actually, or by report and reputation, truants from school under the laws of the Commonwealth.

*Fourth.* Children under five years of age ; and,

*Fifth.* Children over nine years of age who have left, or been taken from, the public schools, to aid in the support of themselves or their respective families.

It was stated, as furnishing some intimation of the number of this class of juveniles, that there were connected with the "Children's Mission" in Eliot Street, including the Sewing School, which meets on Wednesday and Saturday afternoons, 545 children between the ages of five and sixteen years ; but, on investigation, it appeared that a very large majority of these were members of, and actually attendants on, our public schools, and that the number given included also many who were not under the permanent control of the Mission, but were only more or less habitually attendants upon its general and promiscuous meetings.

In respect of the first class, viz, Juvenile Criminals, it was suggested and claimed that great reformatations were needed in the management and government of these unfortunate persons, extending from the time of their first arrest and detention all the way to and through the execution of their final sentence.

In the ordinary conduct of criminal affairs, when a boy or girl of anywhere from seven to fifteen years of age is arrested for what is supposed to be a crime, immaterial whether he be a first or an ancient offender ; immaterial whether his offence be petty and trifling, as



the larceny of a loaf of bread or a piece of board, or malignant and aggravated, like robbery and murder; immaterial whether it have been committed under the impulsions of hunger, or of some, to his young mind, seemingly irresistible necessity, or be the mere outburst of mischievousness, or thoughtlessness, or ignorance, or whether he be but the witless tool of some adult, adroit criminal who keeps in safe concealment; immaterial, as a rule, what his history, what the circumstances of his act, what his mental or moral qualities, he is first thrown into the cold, dark, stone cells of a police-station; locked up, either in actual company with or in the immediate neighborhood of old, hardened, corrupt criminals, night-walkers, drunkards, thieves, to hear their ribald jests, profane oaths, the rehearsals of their obscene debauches, or their perilous exploits of lawlessness; from thence he is transported in the criminal carts, huddled in in promiscuous mass with all this load of human corruption, to the dismal cellarage of the "Tombs"; there again he is locked up in more or less intimate alliance with these same wretches of matured and repeated vices; is marched in indiscriminate rank with them from the cell to the dock, where he must sit during the session of the court, or until his trial, breathing in the polluted atmosphere of their moral and physical degradation; with them and as they, he is arraigned, tried, sentenced, pays a fine and costs, or passes again in the criminal carts to the execution of his sentence in jail, House of Correction, or perhaps congregate House of Reformation, to live, wake, sleep, eat, study, labor, in immediate intimacy almost always with some of the worst and lowest



creatures of social life and criminal experience ; here in such society, under the unsympathetic, rigorous, inflexible discipline of a prison ; without any appeal to his nobler qualities, his love, his sense of goodness or truth ; and with but few, possibly no expressions of generous sympathy or kindness towards him, he serves out the allotted time of sentence. In the strong language of Mr. Hill's Prize Essay, " Our authorities are instructed to place him (the child) among companions in prison, who show him a more rapid process of demoralization than he is acquainted with, and then the whole nation lifts up its foot, and crushes the worthless and miserable wretch."

Your petitioners, except in cases of clear and undoubted wickedness, would have these young persons, in their detention before trial, and in the period of their sentence, separated from all those contacts and associations of crime, from the hearing of this obscene and contaminating converse, from the lock-up, the odium of the criminal carriage, from the austere and bewildering machinery of the tribunal, from the heartless and gloomy utterance of the sentence, and from the deadening coldness and rigor of prison life. They suggest and urge, that the mode of their control and treatment should be based upon the consideration that they are uneducated and morally uncultured, rather than wilful violators of law and civil duty, — sinners by ignorance rather than by malice, — they would therefore, so far forth as children are concerned, urge the breaking up and abandonment of prisons, whether they be jails, or congregate Houses of Correction or Reformation under prison dis-

cipline ; and separate them into small family groups ; associate them under feminine guidance ; elevate them by the refining attractions which surround Christian homes ; strengthen them to self-government, — in short, make both the keeping and the culture of them educational rather than punitive.

There can be no doubt that these views of your petitioners are entirely consonant with the most enlightened experience, at home and abroad. They are fully sustained by the testimony of our own officials as to the character of these children returning from these places of imprisonment. Some of the facts in their possession, of the depravity and criminal knowledge obtained at these institutions, is startling.

Mr. Hill says, “ To imprison the child is utterly abortive. The child is neither deterred from crime, nor shamed into a better course of life. While under confinement, some manifest a degree of insolence and indifference that is most painful to witness. But, even where an alteration takes place, the reformation is superficial and temporary. The child is honest because there is no temptation. His conduct is becoming, because he is under restraint. If he is all you can wish, it is because he can do nothing, dare nothing, that he would, were he free to act according to the bent of his mind, and the force of long acquired habit.”

Rev. J. Turner says, “ As a general rule the best prisoner makes the worst free boy, — the most difficult and troublesome boy to deal with ; because he has been so accustomed to depend upon the mere mechanical arrangements about him, that he finds self-action almost

impossible. . . . Directly they are free, certain dispositions develop themselves, which under the restraint of the prison were mastered and hidden."

R. Monckton Milnes, Esq., Member of Parliament, in a report by him, used the following language, "But we have an overpowering weight of evidence to the fact, that it is impossible effectually to combine the school and the gaol. All the impulses that animate a good school are there wanting. The excitement of reward is incompatible with the antecedents of general penalty, and the cheerfulness and geniality which constitute the very life of childhood are contradictory to the very notion and purpose of imprisonment."

The chaplain of the Liverpool gaol, where everything has been done that could be devised to render it an efficient instrument for the repression of crime, and the reformation of the offender, says, "I say it advisedly, if it had been the object in Liverpool to devise a scheme for the *promotion* rather than the prevention of juvenile crime, no contrivance could have been hit upon better calculated to accomplish that object." And again he says, "Although singled out for special commendation by the Inspector of Prisons, the Liverpool gaol is the most effectual institution that can be devised for transmitting and propagating crime."

Mr. Sergeant Adams testifies, "I think as to children, prison discipline is incompatible with their reform."

And again, "I am confident," says the Rev. Whitworth Russell, "that, in the great majority of cases, the juvenile delinquent is rendered much worse, and much more dangerous to society by imprisonment."

On the other hand, in reformatories instituted upon the ideas and principles advocated by the petitioners, without, so far as we can learn, a single exception, the results have been remarkably successful, reaching as high as 90 per cent of permanent reforms to virtue, to industry and good citizenship. The same results are in evidence in recent institutions in our own vicinity, — open, and to be studied of all men. The Trustees of the Westborough State Reform School, in their Nineteenth Annual Report (1865) say, “Our experience convinces us that the family system is one of the best adapted to reform boys, and fit them for useful lives. Their characters must be studied separately. The peculiar tendency and deficiencies of each must be provided for. They must be trusted, as far as they deserve trust, and a progressive system adopted, investing each upward step with an appropriate reward. Boys who never had a home need the order, the decency and the comfort of a family.”

But it is plain, while the School Committee have only their present authority, they are unable, even if they were desirous, to give any relief in the direction asked. These children must, in the first instance, be disposed of by the courts; and, after that, be subjected to such discipline, care and education as shall be provided in and through reformatories, established and maintained at either the public or private expense, and so for their type of management be subject to the control of the city and town authorities who have founded them under the law, or to the humane endowments of their private charitable foundations.

It has been said that “the enlightened Englishman,

under a delusion as great as that of the Hindoo who drowns his dying relative in the mud and filth of the Ganges, takes the morally diseased to a place intended to be a scene of reformation, and the portal to a higher position in society, but, in fact, a sink of iniquity, where pollution is thrust into every sense of modesty, shame, hope and self-respect, and the patient is morally destroyed."

It is of infinite moment to us, to these delinquent children, to the honor of our enlightened and liberal city, and to the future Commonwealth, that nothing of such an odium, whether from positive act, or any neglect, should be chargeable to us.

In respect to the second class, a variety of proposals were submitted, more as possible than as matured plans of remedy. For some, an immediate restraint, involving separation from what remained of home and parents, companionship and all present influences ; for others, a more stringent police surveillance, by way of prevention and intimidation, hedging up to them the ways of peril, rather than reforming or removing the ways ; for others, licensing for street-selling, and other occupations to be carried on in the public thoroughfares, under such limitations of ages, hours of day, kinds of business, stands, maintenance of order, and good character, and otherwise, as should seem wise.

Viewing the poverty and destitution of many homes in our community, and realizing the pressure of the fact that, in many instances, the paltry earnings of the little boy or girl, as an errant pedler through our streets, along our wharves, and, penetrating into the halls and offices



of business, as a boot-black, a newspaper-monger and errand-messenger, may eke out their scanty subsistence, and save them from actual hunger and pinching cold,—the first tendency of every benevolent mind is to license a limited and selected number of these cases to such occupations; and, were it not for the resolute testimony of long experience and judicious observation which has been made accessible to us, we could comfortably repose in the assurance that in bestowing these liberties of trade and industry, we had given these poor children a benediction, and society a blessing. But Mr. Hill, to whom we have before referred, in his prize essay upon Juvenile Delinquency, speaks on this wise: “The evils of street-selling, as practised by children in our larger towns, are as *numerous* as they are *ruinous* in their tendencies. . . . The whole system is essentially wrong, and without question a serious source of juvenile delinquency and adult destitution. Begging, imposition and theft are the natural fruits of which juvenile street-selling is the seed.” Mr. Beggs says, “The education of the streets will produce candidates for the prison, and we must expect such seeds as are there sown, to grow and ripen into crime with as much certainty as we expect the harvest to succeed the seedtime.” And again he says, “Infant as well as female labor has had the most withering effects upon the morals of the community. All the plausible arguments used in favor of it, or rather in apology, cannot reason away the facts which condemn it.” Nor is it difficult to see the entire truthfulness of this testimony against juvenile street-selling from the very nature of the case. Even under



the best limitations and in the most favorable circumstances, the juvenile street-seller must commence his profession, to a large degree without education, and without the moral and esthetic culture of a "home." On the street, or itinerant, as the case may be, what little information he receives is obtained from the worst class, — from cheats, vagabonds, rogues, — from those adepts in crime who, in all our cities, lie in wait to seduce the young and unsophisticated into their libidinous or predatory service. He learns instinctively the tricks of trade, and is soon involved in all the arts of petty chicanery; he is familiarized with vulgar, brutal, profane, lustful speech; his physical exposures are severe and baneful; his life of labor, and denial of youthful gaiety, incline him to the low and exciting drama, the gambling-room, the beer-concerts, or the dance-hall. If employed by older persons at a price, percentage or salary, then are the perils increased manifold; for you have indeed the professed costermonger, for years the bane of European town life, — a poison that has most defiantly withstood the philanthropic efforts of reform.

But whether such testimony and such considerations should or should not justify the abolition of all *juvenile* street-selling, is not a question upon which your Committee felt themselves called upon to pronounce. It belongs to the other branches of the City Government to consider and determine, as it shall be presented to them, and we have not thought it expedient for this Board to take or to indicate action in respect to a question requiring so careful and judicious a consideration, further than to suggest, that, whenever the system of

licensing juveniles to such occupations shall be adopted by the city, it will doubtless be thought expedient to control it under the strictest limitations respecting the number licensed ; the callings to be pursued ; the place where, and the hours of day within which such occupation shall be exercised ; and that it shall be permitted to boys only, and under the condition of stated, actual school attendance daily.

Your Committee, in view of the whole evil as brought out in connection with this class of juveniles, felt themselves called upon to initiate, if possible, some measure of restraint which will be more particularly alluded to in another connection.

Regarding Truants, it was proposed that there should be an increase of Truant Officers, and more stringent laws respecting absence from school ; and some misgivings found utterance that teachers were not in all cases sufficiently thoughtful and sympathetic towards those who appeared at school untidy or poorly dressed.

Upon inquiry of the Truant Officers, your Committee found that many, if not all of the children who had come under the observation of the petitioners as absent from school, or possibly truants, were already under the watchful, daily care of these officers. Some were temporarily absent from school on account of sickness in their families, whereby their tiny services became not only largely useful, but seemingly indispensable in providing the necessary food and domestic care. Others were absent for different, but equally meritorious and legitimate reasons. Some were under disciplinary pro-

bation, as truants, under the direction of the teachers and officers, or by the judgment of the courts. Others had not yet established such character for truancy as subjected them to recognition and restraint by the law ; while many, and these were perhaps the most observable of all, were in the pursuit of such lawful calling as took them out of the operation of the Truancy Statutes. They were clerks in stores, errand boys, office boys, bundle boys, and such like ; and, of course, to be seen at all times of day, in all parts of the city, especially where there was anything to excite or elicit attention. In short, your Committee were satisfied that an increase of the truant force was not at present necessary, as the officers engaged in that service, by their indefatigable industry, fidelity, and perseverance, seemed to be intimately acquainted with the condition and wants of all these children, and were executing their difficult and delicate task with a wise and comprehensive discretion. The community should not forget, that, as it is a mark of superior wisdom in the parents oftentimes, not to see the error of his child, so with the officers and magistrates of the law, the highest good of the whole is sometimes best subserved by official and judicial blindness.

In this connection we may refer to the fact, that, by the course and fulness of this investigation, your Committee, deeply impressed with the importance of some additional barrier against the flood of juvenile neglect, destitution and crime evidently rolling in upon us, made a partial report, and asked authority to make application to the Legislature for increased provisions of law touching this evil. The authority was at once unanimously

granted. A draft of a law was carefully prepared, conforming in all its methods to the truant system, for many years working so harmoniously and humanely in connection with our schools. The main features of this system, as is generally known, were the supervision of these cases by a special Board of Officers, who took charge of these children more as parents or guardians than as police officers ; the absence of all contact with adult criminals ; a private, paternal hearing, in a quiet room, without the paraphernalia or the associations of crime, and apart from all the austerity and circumlocution of judicature ; an informal consultation with the parents or guardian of the child in all cases, and the judgment as a rule, without the dismal, heart-oppressing confinement of a convict's cell. A copy of this bill, as it may be of interest in the future and further workings of this subject, is annexed to this report.

It was presented to the House of Representatives ; by them referred to the Committee on Education, where it received a full and attentive examination ; and by whom it was reported back, without amendment, with the recommendation that it ought to pass. In the course of its passage, a bill based upon that presented by your Committee, but altered in important respects, was presented as a substitute, accepted, and became a law ; and may be found as Stat. 1866, Chap. 283. By this law, passed without any hearing of your Committee touching its peculiar provisions, and without notice to them that any changes had been attempted in its provisions, it has been found by the court that the whole Truant System of the City of Boston has been abolished, and that we

have thereby been remitted, not only to the criminal methods and impacts, — to escape which the best talent of the city had been invoked, — but to the necessity of charging children in many cases with actual crimes, in order to bring them under any control or restraint of education or virtue.

The first Truant Law of Massachusetts was enacted in 1850, was amended by subsequent Legislatures, and went into practical operation in 1852. It was limited, by the eminent jurist to whom its execution was intrusted, to a single class of delinquents, namely, “habitual truants;” that is, those scholars, who, without permission from their parents or teachers, absent themselves from the schools of which they are registered members. The machinery of its administration was of that easy, popular, paternal character we have before described. Except in particulars immaterial to the point now under consideration, this continued to be the law, and this the mode of its execution, — accomplishing, as was believed, highly humane and beneficial results, — until the year 1862. By an Act of the Legislature passed April 30, 1862, the provisions of these Truant Laws were extended to another class of neglected, destitute, and imperilled children; that is to say, in the carefully guarded language of the statute, “children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years.”

No additional truant force was required by this new law; no change in the instrumentalities or methods of



its administration was permitted. It went into and continued in full operation, quietly, effectively, to the satisfaction of parents and guardians, not one of whom ever made claim to an appeal from the judgment of the magistrate; to the quiet and order of the schools; and the great advantage of the cause of general education in our city.

The bill prepared by your Committee and presented to the Legislature of 1866, as will be seen by reference to its provisions, was *mutatis mutandis*, a second extension of the truant law and system to another and third class of these exposed children, — namely, “children under sixteen years of age, who, by reason of the inability, neglect, crime, drunkenness, or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives.”

The facts of this third class of cases had already been made painfully familiar to the Truant Officers by the inevitable duties of their former service, and all that was required to extend to these the same humane relief and custody was to bring the parents and guardians of these poor juvenile waifs, where there were any, into consultation with the committing magistrate. It was therefore only the perfecting of the system that for fourteen years had been in such successful operation in our city, securing an attendance upon our public school sessions more complete and full than in any other large city of the country, and ministering strength, dignity and respect to the cause itself of education. Was there any



complaint that would call for a change in this administration? None has ever been made public. Was there any evil, patent or latent, that should invoke its overthrow? None has been suggested from any quarter, and yet the Act passed by the Legislature of 1866 would seem to have entirely overthrown the general policy of the previous administration, and did in terms repeal and abolish the law of 1862, so far as it was applicable to Boston, thus sweeping away, as by a single stroke of the pen, all that had been secured and perfected by the most intelligent philanthropy, and the most careful experience, for so many years. The result is, that, while the truant and absentee law exists for other portions of the Commonwealth, Boston alone has been deprived of the educational and moral benefits of this law; and, as we are informed, has been compelled to expose these juveniles again in many cases to all the corrupting contacts of the criminal courts, and subject them to trials upon questionable charges of crime.

As to the next class of cases, or children under five years of age, it appeared that there was no authority given by the law to School Committees to admit such children to membership in the public schools, or to establish for them any educational facilities. In addition to which, it should be said, that the convictions of your Committee clearly coincided with what appears to have become the settled public policy of this Commonwealth, viz, that it is for the best interest of the child and the community that the first five years of the child's life should, so far as the public are concerned, be left

absolutely to the care of the parents, for judicious physical culture, the implanting of moral biases, and the development of the observing faculties, and that this limit which the law has established is as early as systematic public educational influences should be impressed upon the young mind. There are those, who, resting upon the physiological fact that the child's brain does not develop all its parts until about seven years of age, believe that until that age children should not be admitted to the confinement, discipline and drill of an enforced public system. But this consideration does not meet the whole force of the evil involved in this part of the inquiry. The parents of many of these little ones are under the necessities of labor from early morning to late at night. In such cases, these children of tenderest years must be borne to the factory, the work-shop, or the wash-house, compelled perhaps to some participation in the labor, or left at home in charge of other children not yet arrived at years of discretion, or even left at home uncared for of any human being, except by the returns of the mother at times of feeding; exposed therefore, of course, to neglect, brutal treatment, hunger, cold, disease; too often regarded as a burden, and so quieted by harmful medications; and not unfrequently injured in their physical and mental constitution for life, and made burdens to society. Whether for these children our city should open and maintain infant homes, resembling the "*creches*" and the "*salles d'asile*" of Paris, is a question that may well engage the earnest attention of the other branches of the City Government, to whom, as the only municipal legislature, and the custodians of

the public treasure, these interests have been by the law confided. Private charity in our city has done something already in this direction, and it is reported with the happiest results. Such homes, if established, would not only afford that care and nursing which such children require, but also the best opportunity for that large and controlling moral culture, which, after all, guides the future life, as the fruits of the garden are already predetermined by the seeds that are planted while as yet no green stock or leafage is apparent. The whole life, says Lord Brougham, is fashioned before the child arrives at five years.

It remains to speak of those children above nine years, who are kept from public school for remunerative service of various kinds; and here the questions are much more difficult of solution. Not to recapitulate the suggestions made respecting children in the streets, the remedy for these children, so far as this Board is concerned, seemed to be in the re-establishment of Evening Schools.

The results of these schools, as previously instituted in this city, were within the memory of some of your Committee. It appears that, except as they are maintained by private charity, these schools have fallen into entire disuse. The public school is justly and highly prized by all classes of our citizens, and by none more so than by those who have their life under the burdens of poverty and suffering toil: they see and feel that the same incitements and stimuli to study, the same refining and elevating companionships, the same amount and excellence of culture cannot be obtained in evening

schools as in the regular sessions of the day schools ; and not a few are deeply conscious that the only legacy of value they can leave their offspring is the education gained at the public schools, at the expense, it may be, of great suffering and long self-denial. If permission were given the children to be absent from our public schools, and to receive free education at evening schools, your Committee can readily appreciate the strength of the temptation to yield the greater good for the paltry gain of their children's toil ; and, in the language of Mr. Beggs, "How deplorable the condition, when the wages of children are looked to as an indispensable supplement to the earnings of the father ! It operates most successfully against the efforts of the educator, and against all social, moral and intellectual improvement." Parents have not asked us as yet to give them the opportunity for this temptation.

The establishment of Evening Schools, besides having a tendency to draw off large numbers from the higher education and more genial culture of the day school, involves too great a drain upon the energies of such young persons : it presupposes the day of exposure, toil, and wearisome labor ; and then the night, also, of continuous exertion. The education is to be received when the physical life is weary and numb, and therefore with sluggish and unappreciative minds. It is to be given so that, in co-operation with the labor, the child must be withdrawn almost entirely from parental affection, guidance, culture,—even in the surroundings of poverty, one of the most potent educators of which we have use. In addition to all this is their exposure to

the society and the degrading influences of the street in the perilous hours of evening, against which protection is impossible. For advanced students and those of mature years these objections have of course less weight. Indeed in many cases the evils may be entirely overcome by the benefits secured.

Our attention was directed to the existence of these schools in New York, and other large cities of the Union. The question of public education is to be measured, not by any special view, or an exclusive regard to a single feature or group of features: it is a fundamental concern of the State, and receives a just solution only when determined in its widest and most comprehensive consideration. Looking at the evening school with its fifty or hundred pupils, and thinking that they are assembled, because of poverty, to glean such hasty education as they can possibly attain, the mind of the philanthropist and the professional educator is touched with sympathy, admires the blessing, and perhaps imagines every poor child brought under such benevolent culture. But this is not the standpoint of judgment. Rather how shall society impart the most, the best, the fullest education. It is to be observed that no system of instruction can be made practically available to all. Some shun it, some neglect it; and it is obviously true that the means of education cannot be put within the reach of everybody until the teacher shall be sent from house to house, making the time and place where the child is the time and place of the public school. Impossible and chimerical as this plan is, or indeed any which shall include actually every child, it would seem, with our Primary

Schools, Grammar Schools, High Schools, and our schools for special instruction intended to give an education in the branches actually necessary for the business of life, that no system of public schooling could be devised for such young persons better adapted to meet the wants, or coming more perfectly within the reach of every class of the community.

It would appear also, that the evils we have suggested as inherently connected with the matter of public evening schools must have been experienced in the cities to which our attention is called. For our Superintendent, in his Twelfth Semi-annual Report, informs us that the "proportion attending the (our) public schools, we are proud to say, surpasses that of any other large city whatever. This fact stands out as the most gratifying distinction of our public instruction, and affords the best proof of its excellence and success." Why, after an experience of evening schools, and an abandonment of them, and a subsequent system that has secured such attendance as to be the great feature of our public instruction, should we be invited to take a retrograde movement? For these and other reasons, your Committee were unanimously of opinion that the establishment of evening schools, as a part of the public school system of Boston, was inexpedient. And that for the cases of hardship under this rule of exclusion, of which we cannot doubt there are some, possibly many, the schools established and conducted by private charities combine all the excellences of such evening schools; avoid as many as possible of their dangers; and have the additional cord of gratitude binding the gift-receiver



to the gift-giver, and furnishing a natural bond of love and sympathy, — a freer avenue of influence, a warmer and closer appliance of moral and religious culture : and they recommend that the heartiest support be given to these schools by every Christian philanthropist, and, so far as may be, by public munificence also.

To prevent misconception, it should perhaps be said, that upon the question of Evening Schools, as maintained at the Institute of Technology and the Lowell Institute, or in various places by private Christian munificence, for adult men and women, your Committee express no opinion. The matter submitted to them was the care and education of young, neglected children, whose ages fall within the limits of our public schools.

Respecting all these children of neglect and misguidance, there is one thought that may well find utterance by us in concluding this Report.

For violations of law and so-called good order, society inflicts punishment by fine or imprisonment, or reprisal of social privileges. It prescribes, in general terms, the degree and kind of austerity with which these punishments shall or may be imposed. We are apt to think that these punishments represent the retributive vengeance of society for the injustice and indignity it has suffered. On the one hand is some lawless wretch, on the other an inflicted vengeance, and the intervening spirit is a mind of wrath. Such may be even the prevailing conception of the function of punishment. Such, doubtless, in the course of civil government, has been, in many cases, the actual spirit of its pronouncement

and its infliction. But this is no part of the office of punishment under any true conception : the prerogative of vengeance has never been deputed to man, either in his sole or his collective capacity. In him, acts of vengeance liken acts of presumptive sin ; for “ Vengeance is mine, I will repay,” saith the Lord. There would indeed seem to be but two legitimate purposes of human punishments, namely, reformation, and social conservation ; in other words, the reforming of the mind and will of the law-breaker, and also of the community, through the lesson of the punishment ; and, secondly, the imposition of such restraints upon those putting the social order in peril as will preserve society from damage by them or their inculcations. These purposes of punishment measure, or ought to measure, all its inflictions.

The judgment of the State in the case of murder is, that from wickedness so hardened, and a spirit so depraved, society has no safety but by the absolute removal of the criminal from life ; and, moreover, that this extremity of penalty is the needful restraint upon the tendencies of surviving minds to the commission of such heinous crimes.

Now in the case of children, such as we have been invited by the petitioners to consider, neglected of parents ; neglected of the State ; ignorant of the ordinary facts of science ; ignorant in many cases of the commonest principles of right and wrong, of virtue, the obligations of truth ; ignorant of all moral and religious precepts, of Christ and the holy beauty of His life ; of the Bible, — it is plain that there is no such stony, impassible aggressive wickedness of purpose as to require

prisons, fetters, lives in *solitaire*. In all the immaturity and simplicity of infantile knowledge and experience, they show out to us at once the act that is the measure of the heart within. Hunger says, Give me to eat ; and Thirst, Give me to drink ; and Nakedness, Let me be clothed upon ; and Personal Integrity, under the stings of opposition, retorts the word and then the blow of defence. Nature speaks, and Nature makes the answer. Give them more thoughts, more knowledge of things, of righteousness, of the duties of human beings, — illuminate nature with stronger lights, and the same unsophisticated simplicity of their lives reveals a corresponding improvement of the purposes of the heart and the outward acts ; till, if you can give them really that education and virtuous poise which is the promise of a Christian community, you will have, by the inevitable law of cause and effect, secured from them the Christian act, if not within them the Christian heart. The restraint required for this purpose is therefore not the restraint of the jailer and the dungeon, but the separation from the contaminations of the neglected life, the confinement to the school for useful practical science, and the living witness of Christian hearts and lives for the seeds of moral life, to guide them to, and keep them in, the ways of holiness.

For all of these children, therefore, as a class, and we do not speak of the exceptional cases, what society needs is the instrumentalities of construction, and not those of repression. These little ones are to be builded up in the knowledges and virtues which give stability to our times, and prophecies of peace to the times to come.

They are not like weeds, to be pulled up and cast off into the social refuse ; but, like flowers, to be selected out from the herbage that shadows and dwarfs them, and transplanted to the gardens of the State, where, under genial sunlight and warm rains, the benedictions of heaven, and the constant tendance of sympathy and culture from gentle human hearts, they shall unfold into blossoms that may crown the Commonwealth with fragrant beauty in her days of triumph, or secure for her in the day of adversity a garment of valorous, cheerful humility.

EDWIN WRIGHT,  
ROBERT C. WATERSTON,  
ORRIN S. SANDERS,  
THOMAS C. AMORY,  
LORING LOTHROP,  
*Committee.*

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. COMMONWEALTH OF MASSACHUSETTS,

IN THE YEAR ONE THOUSAND EIGHT HUNDRED AND SIXTY-SIX.

A N A C T

*Concerning the Care and Education of Neglected Children.*

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows :*

SECTION 1. Each of the several cities and towns in this Commonwealth is hereby authorized and empowered to make all needful provisions and arrangements concerning children under sixteen years of age, who, by reason of the inability, neglect, crime, drunkenness, or other vices of parents, or from

orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives; and may also make all such by-laws and ordinances respecting such children as shall be deemed most conducive to their welfare, and the good order of such city or town, provided that said by-laws and ordinances shall be approved by the Supreme Judicial Court, or any two Justices thereof, and shall not be repugnant to the laws of the Commonwealth.

SECTION 2. In the several cities and towns availing themselves of the provisions of this act, the several persons appointed to act as Truant Officers shall alone be authorized to make complaints in case of violation of said ordinances or by-laws, which complaints shall be made to the same trial-justice or other judicial officer, and shall be heard and determined in the same manner as complaints arising under the laws respecting truancy and absence from school; and the persons thus appointed shall alone have authority to carry into execution the judgments of said justice or other judicial officer.

SECTION 3. The said trial-justice, or other judicial officer, shall be authorized, whenever it shall be proved to him that any child or children under sixteen years of age, by reason of inability, neglect, crime, habitual drunkenness, or other vices of parents, or from orphanage, are suffered to be growing up without salutary control and education, and in circumstances exposing them to idle and dissolute lives, to place such child or children in such institution of instruction, house of reformation, or other suitable situation, as may be assigned or provided for the purpose by any city or town, under the authority of the first section of this Act, for such period of time as he shall judge expedient, not extending beyond the age of twenty-one years in males, nor the age of eighteen years in females, to be there kept, educated, and cared for according to law.

SECTION 4. Warrants issued under this chapter shall be

returnable before any such trial-justice, or other judicial officer, at the place named in the same; and the justice or judge shall receive such compensation for said service as the city or town shall determine.

SECTION 5. Whenever it shall be satisfactorily proved to any such justice or judge, that the parents of any such child or children have reformed, and are leading orderly and industrious lives, and are in condition to exercise a salutary parental control over them, and to provide them with proper education and employment; or whenever, said parents being dead, or then living, any provision may be offered to be made for the care, nurture and education of any such child or children which in the opinion of said justice or judge shall be more for the interest of said child or children, and shall more conduce to the public welfare, and such security for furnishing such care, nurture and education, shall be offered as the said justice or judge shall deem sufficient, and the public good to require,—then such child or children shall be discharged, and restored to the care and custody of said parents, or committed to the care and custody of the person or persons making provision as aforesaid, as the case may be, provided, that, except upon the expiration of the term of commitment, no such child or children shall be discharged from any such institution, or from the care and education thereof, without the assent of the trustees, Overseers, or Directors, as the case may be, of such institution, and the assent also of such trial-justice, or other judicial officer, first obtained in writing therefor.





MEDAL SCHOLARS  
AND  
LAWRENCE PRIZES.



# FRANKLIN MEDAL SCHOLARS.

1866.

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## LATIN SCHOOL.

Joseph Healy,  
Otis Norcross, Jr.,  
Otis G. Robinson,  
Walter Shepard,  
James C. Jordan,  
Frank W. Robinson.

## ENGLISH HIGH SCHOOL.

Charles P. Noyes,  
Thomas L. Manson, Jr.,  
Arthur C. Babson,  
James R. Carter,  
Charles L. Burdett,  
Franklin H. Skinner,  
Hervey W. Lincoln.

## ADAMS SCHOOL.

Edwin F. Field,  
George A. Palmer,  
Charles L. Ireson.

## BIGELOW SCHOOL.

Albert D. Handy,  
Frederick H. Littlehale,  
Charles C. Littlefield,  
James T. Wheeler,  
Charles H. Johnson,  
Earl M. Cate, Jr.,  
Henry E. Hosley.

## BOYLSTON SCHOOL.

James B. Troy,  
Edward B. Sheady,  
James F. Hatch,

Cornelius J. Callahan,  
James J. Crowe,  
Charles J. Donahoe,  
Dennis J. Griffin,  
James J. McGrath,  
William F. McGrath,  
Joseph McMullen.

## BRIMMER SCHOOL.

Charles H. Brockway,  
Eugene F. Barnes,  
Frank A. Drew,  
Edward Gage,  
Matthew T. Hughes,  
Walter L. Keith,  
Charles F. Knowles,  
Henry W. Lamb,  
Hopkins H. Meloon,  
Elliott W. Preston,  
Samuel H. Root, Jr.,  
Frank B. Swett,  
Austin A. Wheelock,  
George B. Woodward,  
James C. Whitney.

## CHAPMAN SCHOOL.

Samuel W. Woodwell,  
John P. McPherson,  
Charles H. Loveland.

## DWIGHT SCHOOL.

Everett P. White,  
J. Gilbert Woodman,  
Herbert M. Ruggles,  
Elliot L. Butler,

Albert C. Fuller,  
James G. Sumner,  
George S. Burton,  
Thomas S. Nickerson,  
John Ritchie,  
John B. Magee,  
William R. Huchings,  
Charles E. Cobb,  
Joseph W. Abbott,  
Charles E. Cooley.

## ELIOT SCHOOL.

William H. Ross,  
Thomas M. Brady,  
Cornelius J. Dacey,  
William A. Dunn,  
Alexander S. Johnson,  
Charles T. Ripley,  
John E. Mullen,  
George W. Crenney,  
Albert W. Johnston,  
Daniel C. Foley,  
Simon T. Lund,  
William P. Pitman,  
Warren J. Rees,  
James T. McGrath,  
Frank Woodman.

## LAWRENCE SCHOOL.

James Godfrey,  
George W. Howard, Jr.,  
Michael H. Laughlin,  
Miles P. Carroll,  
Paul F. O'Connor,  
Edward J. Fennelly,  
James F. Horan.

## LINCOLN SCHOOL.

William E. L. Dillaway,  
Henry J. Bowen,  
George H. Ellis,  
George F. B. Thayer.

## LYMAN SCHOOL.

Joseph M. Nickerson,

George A. Knight,  
William H. Flanigan,  
Edward W. Manning.

## MAYHEW SCHOOL.

Henry H. Buck,  
William B. Burgess,  
Thomas J. Caine,  
Charles C. Domett,  
Charles W. Eveleth,  
Henry O. Fairbanks,  
Philip J. McLaughlin,  
James J. Tracy.

## PHILLIPS SCHOOL.

Albert H. Ranlet,  
G. F. Weeks,  
Herbert W. Griffin,  
Lyman B. Greenleaf,  
Fred. R. Merritt,  
Henry M. Reed,  
I. Henry Easterbrook,  
Frank E. Alley,  
F. H. Lombard,  
Frederic R. Page.

## QUINCY SCHOOL.

William P. Brett,  
William W. Bailey,  
Charles F. Cutting,  
Ralph W. Cutler,  
John Dodd,  
George F. Daniels,  
Arthur A. Glines,  
Willard B. Hosmer,  
Charles A. Lloyd,  
Thomas N. Meade,  
Albert H. Macomber,  
Joseph H. O'Neil,  
George E. B. Putnam,  
George W. Priest,  
William T. Piper,  
James F. Sayer,  
Albert M. Wiley.

# CITY MEDAL SCHOLARS.

1866.

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## ADAMS SCHOOL.

Mary E. Wiggin,  
Flora L. Close,  
Maria C. Washburn,  
Mary H. Lennon,  
Nathalia G. Hamblin,  
A. Augusta Googins,  
Ella D. Googins,  
Emma F. Pickett.

## BIGELOW SCHOOL.

Julia F. Baker,  
Julia A. Fernald,  
Sarah L. Freeman,  
Clara T. French,  
Evelina P. Goodwin,  
R. Maria Howe,  
Ellen F. Lane,  
Clara A. Soule.

## BOWDITCH SCHOOL.

Mary E. Bradford,  
Mary E. Bulger,  
Carrie W. Butler,  
Catharine C. Collins,  
Hannah F. Collins,  
Jane E. Coughlan,  
Mary V. Casey,  
Catharine F. Hayes,  
Jennie B. Moorhead,  
Ellen M. O'Connor,  
Lucy A. O'Rourke,  
Mary E. Prendergast,  
Catherine L. Quinn,  
Elizabeth F. Quinn,

Mary E. Riley,  
Catherine F. Walsh.

## BOWDOIN SCHOOL.

Annie E. Proctor,  
Helen Lamson,  
Emma J. Livermore,  
Etta M. Chipman,  
Sarah S. Mann,  
Eliza A. Freeman,  
Mary A. C. Williams,  
Annie E. Macdonald,  
Emily F. Corbett,  
Alzire A. Chevaillier,  
Sarah P. Maxwell,  
Lillie F. Dunbar,  
Edna M. Mecuen,  
Flora A. Hussey,  
Lucy N. F. Brown.

## CHAPMAN SCHOOL.

Sibylla A. Bailey,  
Velma C. Wright,  
Mary J. Allison,  
Helen L. Barnes,  
Annie P. Ginn,  
Ella F. Gale,  
Emma A. Mendum,  
Lizzie M. Gregory,  
Mary A. Knox,  
Mary R. Pray,  
Judith P. Meader,  
Emma J. Dunbar,  
Annie E. Stockwell,  
Sarah M. Powers.



## EVERETT SCHOOL.

Mary F. Thompson,  
Ellen M. Nute,  
Mary C. Bancroft,  
Laura A. Pendleton,  
Louisa A. Kelley,  
Ellen Andrews,  
Josephine E. Waterman,  
Susan I. Dudley,  
Mary B. Briggs,  
Emma I. Morse,  
Abby F. Tuttle,  
Julia K. Burgess,  
Lucy E. Locke,  
Ella M. Bacall,  
Susan E. Green.

## FRANKLIN SCHOOL.

Margaret T. Wise,  
Cynthia M. Beckler,  
Emily Shattuck,  
Susan F. Hitchcock,  
Mary C. Baldwin,  
Isadore M. Evans,  
Mary Clapp,  
Ella F. Smith,  
Elizabeth H. Newhall,  
Harriet D. Kendrick,  
Carrie L. Atwood,  
Emma L. Mills.

## HANCOCK SCHOOL.

Abby T. Currier,  
Ellen L. Brown,  
Anna E. Jenkins,  
Carrie E. Bell,  
Emma S. Fiske,  
Elizabeth J. King,  
Mary E. F. McNeil,  
Wilhelmina Quick,  
Katie T. Sinnott,  
Helen A. Moore,  
Maria L. Walsh,  
Catharine E. Fitzgerald.  
Emma E. Corson,

Lucy A. F. Fairfield,  
Ella G. Hersom.

## LAWRENCE SCHOOL.

Mary A. Treanor,  
Olive F. Peirce,  
Ada D. Conner,  
B. Eliza Coakley,  
Martha C. Hill,  
Mary Agnes Neill,  
Annie M. Lanergan,  
Esther C. Povah,  
Margaret J. Topham.

## LINCOLN SCHOOL.

Ella E. McCoy,  
Ida L. Barstow,  
Annie R. Cobb,  
Ella A. Scanmon,  
Henrietta F. Stevens,  
Clara W. Dorr,  
Matilda E. Stephens.

## LYMAN SCHOOL.

Kate Grover,  
Susan A. Gordon,  
Mary E. Shattuck,  
Florence L. Holmes,  
Emma F. Grueby.

## WELLS SCHOOL.

Carrie S. Andrews,  
Emma A. Boston,  
T. Louisa E. Brown,  
Ella F. Cole,  
Eliza Cox,  
Ida C. Gilbreth,  
Emma F. Givens,  
Anna L. Reed,  
Mary F. Richards,  
Flora A. Wilbur.

## WINTHROP SCHOOL.

Ellen F. Barton,  
Annie S. Birkmaier,

Myra E. Blood,  
Ellen S. Daniels,  
Harriet R. G. DeRibas,  
Theoda M. Dodd,  
Charlotte E. Ellis,  
Anna E. French,  
Louise I. Hobart,

Mary F. Lang.  
Julia A. McIntyre,  
Elvira C. Pope,  
Carrie F. Tower,  
Mary A. F. Walsh,  
Alice M. Warner,  
Elizabeth A. Wright.

## LAWRENCE PRIZES.

1866.

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### LATIN SCHOOL.

*For Declamation. First Prize.* — Joseph Healy. *Second Prizes.* — Godfrey Morse, A. E. Harding. *Third Prizes.* — H. R. Stedman, George H. Tower.

*Exemplary Conduct and Fidelity.* Frank A. Hardy, Henry R. Grant, Edwin A. Hatch, O. V. Blackmar.

*Exemplary Conduct and Punctuality.* Joseph Healy, G. P. Sanger, Jr., Otis G. Robinson, Ernest Young, William N. Field, Robert Grant, C. C. Shackford, A. C. Richardson, G. H. Tower.

*Excellence (Classical Department).* Joseph Healy, William N. Field, George H. Tower, Charles E. Perkins, George P. Sanger, Jr., C. C. Shackford. (*Modern Department.*) Walter Shepard, G. Sidney Wheelock, George H. Tower, Charles E. Perkins, George P. Sanger, Jr., C. C. Shackford.

*Translation from English into Latin Verse. Second Prize.* — Joseph Healy.

*Latin Essay.* Otis G. Robinson.

*Translation in Greek. Second Prize.* — J. C. Jordan.

*English Essay.* F. H. Viau.

*English Poem.* George H. Tower.

*Poetical Translation from Ovid. Second Prize.* — Charles W. Jenks.

*Translation from Cæsar's Civil War.* George H. Tower.

*Translation from Livy.* Robert Grant.

*Translation from Cæsar's Gallic War. Second Prize.* — Harry B. Hodges.

*Translation from Viri Romæ. Second Prize.* — C. C. Shackford.

*Best Specimen of Penmanship.* J. C. Jordan.

### ENGLISH HIGH SCHOOL.

*Literary Department. First Prizes.* — T. L. Manson, J. R. Carter, of 1st class. R. Whittier, H. H. Litchfield, of 2d class. W. U. Lothrop, G. J. Parker, R. J. O'Hern, of 3d class.

*First Scientific Prizes.* — F. H. Skinner, C. W. Drake, of 1st class. J. Herbert, F. S. Clark, G. Joslin, Jr., of 2d class. A. T. Robinson, G. T. Gallagher, F. F. French, of 3d class.

*Second Literary Prizes.* — Thorndike Nourse, H. W. Lincoln, of 1st class. B. Wiley, H. B. Cram, W. R. Stedman, C. G. White, D. Bontecou, E. L. Potter, of 2d class. J. F. Linnehan, H. F. Frost, E. Robbins, F. C. Stanwood, J. P. Harkins, Geo. P. Spooner, Samuel H. Babcock, Grafton T. Abbott, of 3d class.

*Second Scientific Prizes.* — S. P. Banks, S. Thaxter, J. A. Jacobs, J. I. Brooks, of 1st class.

*Third Literary Prizes.* — A. C. Babson, C. P. Noyes, E. Ellis, E. R. Kimball, C. Seaver, of 1st class.

*Prizes for Diligence and Excellence in Deportment.* — Walter P. Tilton, H. F. Mace, of 1st class. Frank J. Wherle, F. P. Davis, D. M. Sawyer, C. H. Berry, Guy A. T. Lincoln, of 2d class.

*Essays. Second Prizes.* — D. M. Sawyer, T. Nourse, Charles W. Drake.

*Declamation. First Prizes.* — E. Ellis, A. C. Babson. *Second Prizes.* — H. B. Cram, J. Davis. *Third Prizes.* — R. J. Barry, H. Y. Rand.

*Diplomas, for three years' course.* — C. P. Noyes, T. L. Manson, Jr., J. R. Carter, A. C. Babson, F. Nourse, C. L. Burdett, E. Ellis, F. H. Skinner, D. D. Morse, C. W. Drake, H. W. Lincoln, S. P. Banks, S. Thaxter, W. P. Tilton, E. M. Buckingham, J. A. Jacobs, C. Seaver, C. A. Metcalf, J. P. Brooks, J. C. Valentine, C. G. Jackson, G. W. Morse, G. Baker, F. L. Carter, E. R. Kimball, S. Smith, H. F. Mace, Jr., E. Van Praag, G. H. Marshall, E. E. Wallingford, E. G. Brown.



LIST OF SCHOOL BUILDINGS.





## LIST OF SCHOOL BUILDINGS.

*The numbering corresponds with that of the accompanying Plans of Lots.*

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### HIGH SCHOOLS.

1. LATIN AND ENGLISH HIGH, Bedford Street, 1844. Lot 14,237 feet; a story added in 1863; 4 stories; 2 halls; 12 school-rooms, and 500 seats.

2. GIRLS' HIGH AND NORMAL, Mason Street, 1848, built for a Boys' Grammar School. Lot 5,962 feet; additions in 1862, including 6,643 feet of land; whole lot 12,605 feet; one part 3 stories, the other 2 stories; 1 hall; 10 school-rooms.

### GRAMMAR SCHOOLS.

3. WINTHROP, Tremont Street, 1854-55. Lot 15,078 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

4. BOWDITCH, South Street, 1861-62. Lot 12,006 feet; 4 stories; hall and 14 school-rooms; committee-room in basement; hot-air furnaces; Robinson's ventilators.

5. BOWDOIN, Myrtle Street, 1848. Lot 4,892 feet; 3 stories; no hall; 6 school-rooms, 6 recitation-rooms; each school-room accommodates the pupils taught by 2 teachers; double desks; hot-air furnaces.

6. BRIMMER, Common Street, 1843, story added in 1859. Lot 11,097 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

7. BOYLSTON, Fort Hill, 1852-3. Lot 8,204 feet; 3 stories; hall and 10 rooms; hot-air furnaces.

8. DWIGHT, Springfield Street, 1857. Lot 19,125 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard used as play-ground; hot-air furnaces.

9. ELIOT, North Bennet Street, 1859-60. Lot 11,077 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

10. EVERETT, Northampton Street, 1860. Lot 32,409 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

11. FRANKLIN, Ringgold Street, 1859. Lot 16,439 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard and used as play-ground; hot-air furnaces.

12. HANCOCK, Richmond Place, 1847. Lot 15,958 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

13. MAYHEW, Hawkins Street, 1846, since remodelled. Lot, 9,625 feet; 3 stories; hall and 10 rooms; hot-air furnaces.

14. OLD FRANKLIN, Washington Street, 1845. Lot 15,073 feet; 3 stories; hot-air furnaces; occupied by branch of Quincy School, and also for ward room.

15. PHILLIPS, Phillips Street, 1861-62. Lot 11,190 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

16. QUINCY, Tyler Street, 1859-60. Lot 11,766 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

17. WELLS, Blossom Street, 1833. Lot 6,890 feet; 3 stories; hall occupied by two classes, and school-rooms; hot-air furnaces.

18. BIGELOW, South Boston, Fourth Street, 1849-50. Lot 12,660 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

19. LINCOLN, South Boston, Broadway, 1859. Lot 17,560 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

20. LAWRENCE, South Boston, Third Street, 1856. Lot 14,343 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard, and used as play-ground; steam-heating apparatus.

21. ADAMS, East Boston, Sumner Street, 1856. Lot 14,100 feet; 5 stories including a basement; hall and 18 school-rooms; hot-air furnaces.

22. CHAPMAN, East Boston, Eutaw Street, 1849-50. Lot 13,040 feet; 3 stories; hall and 10 school-rooms; hot-air furnaces.

23. LYMAN, East Boston, Meridian Street, 1846. Lot 13,616 feet; 3 stories; no hall; school-rooms and recitation-rooms.

24. PRESCOTT, East Boston, Prescott Street, 1865. Lot 40,000 feet; 3 stories; hall and 16 school-rooms; steam-heating apparatus.

## PRIMARY SCHOOLS.

No. *	Locations.	Names.	Districts.	Size of Lots.	Rooms.
1	Somerset Street				
2	High Street Place	Dawes	Bowditch	3,940 feet	6
3	Belcher Lane	Armstrong	"	1,639 "	2
3	Washington Square	May	Boylston	4,000 "	6
4	Purchase Place	Mackintosh	Bowditch	1,043 "	2
4	No. 1 Lane Place }	"	Boylston	4,507 "	4
4	No. 2 " }	"	"	"	4
5	Blossom Street	Winchell	Bowdoin	5,055 "	3
6	Anderson Street	Sharp	"	5,533 "	6
7	Joy Street	Smith	"	2,108 "	2
8	Newbern Place	Bailey	Brimmer	1,669 "	3
9	Warren Street	Wisner	"	3,047 "	6
10	Way Street	Unnamed	"	2,500 "	3
11	Rutland Street	Dwight	Dwight	7,830 "	6
12	Snelling Place	Pormort	Eliot	4,799 "	6
13	Charter Street }	Freeman	"	"	4
13	Rear Charter St. }	"	"	5,233 "	3
14	North Bennet St.	Ware	"	6,790 "	4
15	Concord Street	Rice	Everett	10,773 "	12
16	Genesee Street	Andrews	Franklin	5,418 "	3
17	Suffolk Street	Wait	"	10,922 "	8
18	Groton Street	Cook	"	4,560 "	6
19	Hanover Street	Unnamed	Mayhew	4,890 "	3
20	Thacher Street	Cheever	Hancock	1,988 "	3
21	North Margin St.	Unnamed	"	1,655 "	2
22	Hanover Street	Thurston	"	2,508 "	3
23	Bennet Avenue	Unnamed	"	1,583 "	2
24	Sheafe Street	Ingraham	"	2,347 "	3
25	Cooper Street	Unnamed	"	4,743 "	4
26	Hanover Avenue	"	"	1,860 "	3
27	Grant Place	Baldwin	Mayhew	6,139 "	6
28	South Margin St.	Unnamed	"	1,587 "	2
29	Phillips Street	Grant	Phillips	3,742 "	4
30	East Street	Guild	Quincy	13,549 "	12
31	East Street Place	Unnamed	"	2,743 "	4
32	Wall Street	"	Wells	3,645 "	6
33	Poplar Street	"	"	6,040 "	6
34	Harrison Avenue	Savage	Winthrop	5,550 "	4
35	Tyler Street	Shurtleff	"	3,900 "	6
36	Hudson Street	Pierpont	"	3,840 "	4
37	Broadway	Hawes	Bigelow	7,383 "	8
37	Rear Hawes Hall	Simonds	Lincoln	4,018 "	3
38	Washington Village	Ticknor	Bigelow	12,041 "	12
39	Silver Street	Parkman	Lawrence	5,382 "	6
40	Broadway	Mather	"	10,132 "	10
41	City Point	Tuckerman	Lincoln	6,000 "	6
43	Summer Street	Oliver	Adams	2,260 "	2
44	Webster Street	Webster	"	5,040 "	6
45	Lexington Street	Tappan	Chapman	3,777 "	3
46	Porter Street	Webb	"	7,500 "	6
47	Paris Street	Austin	Lyman	4,693 "	6

\* The numbers on the Plan of Lots.

## PLANS OF SCHOOL LOTS.

28\*





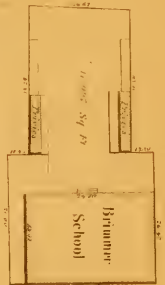
Bedford St



Mason St



Tremont St



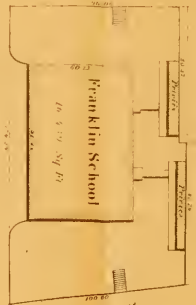
Common St



Washington Sq



Springfield St



Hanson St



Richmond Pl

# Plans of HIGH AND GRAMMAR SCHOOLS

LOTS AND BUILDINGS.

BOSTON 1882.



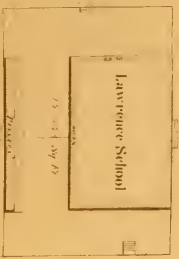
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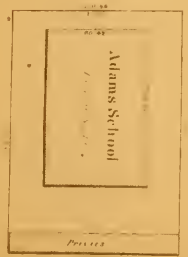
Hudson St



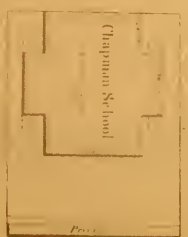
Bliss St



Third St

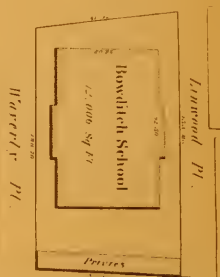


Lumsion St



Bow St

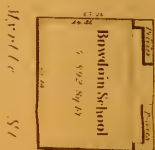
South St



Linwood Pl

Warren Pl

Irving St



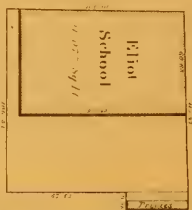
Maple St

S Russell St

9

Tilman St

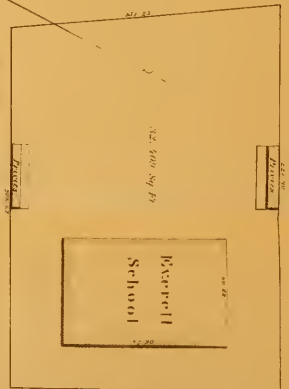
Short St



Primary School Lot

Camden St

10



Northampton St

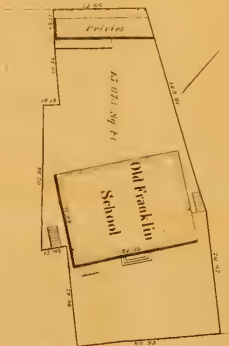
13

Hankins St



Carnes Pl

14



Washington St

18

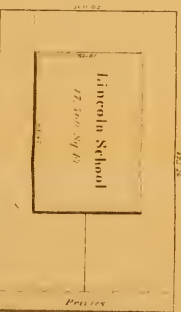
Fourth St



Silver St

19

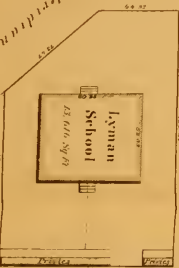
Broadway



Private

23

Paris St

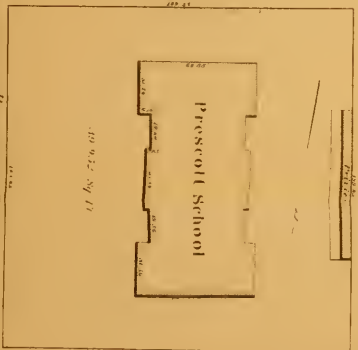


Western St

Wester St

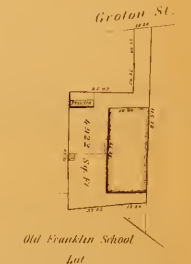
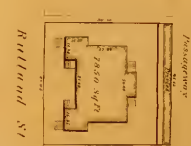
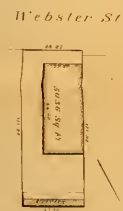
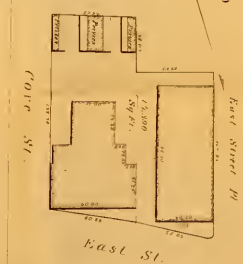
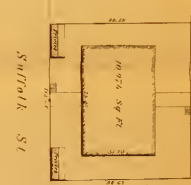
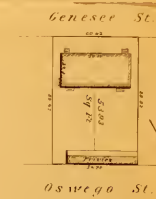
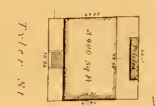
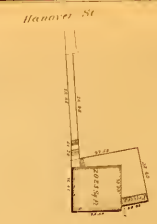
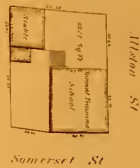
24

Bennington St

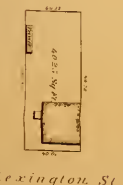
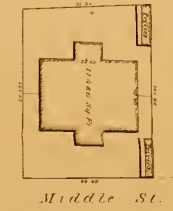
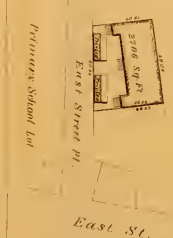


Prescott St

Savanna St



Plane of  
 PRIMARY SCHOOLS,  
 LOTS AND BUILDINGS  
 BOSTON 1867  
 Scale 1/4" = 10' in each direction



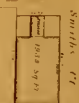
Blossom St



Prickard St



Anderson St



Joy St

Hill St



Charter St

N Bennett St



Telamon St



Endicott St



N Margin St

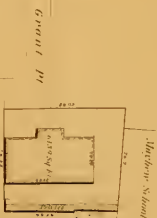


N Margin St

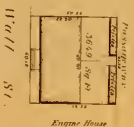
Cooper St



Chardon St



Cotting St



Poplar St



Chambers St



Harrison Avenue

Fourth St



Silver St

Broadway

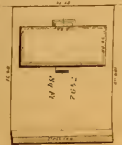


Athens St



Fourth St

Porter St

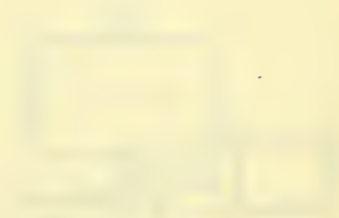


Purvis St





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STATISTICS OF THE SCHOOLS,

FOR THE YEAR 1865-66.





# STATISTICS OF THE SCHOOLS.

## TEACHERS.

*Tables showing the number of teachers of each sex in the different grades of schools, July 31, 1866.*

### REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin.....	8	....	8
English High School.....	7	....	7
Girls' High and Normal.....	1	13	14
Grammar Schools.....	43	266	309
Primary Schools.....	....	256	256
	59	535	594

### SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture: all the Schools.	1	....	1
Drawing: English High, and Girls' H. and N.	1	....	1
French: Latin School, and Girls' H. and N.	1	....	1
German: Girls' High and Normal.....	1	....	1
Music: Girls' High and Normal.....	1	....	1
Music: Grammar Schools.....	1	....	1
Music: Primary Schools.....	1	....	1
Sewing: Grammar Schools.....	....	11	11
	7	11	18

## HIGH SCHOOLS.

*Abstract of Semi-Annual Returns, February, 1866.*

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average attendance.	Average absence.	Per cent. of attendance.	Over 15 yrs.	Masters.	S. Masters.	Ushers.	Female Assistants.
			Boys.	Girls.	Total.								
Latin.....	119	66	273	.....	273	263	10	96.0	115	1	2	5	...
English High ..	154	39	238	.....	238	233	5	97.5	170	1	2	4	...
Girls' H. & Nor'l	152	110	.....	312	312	304	8	97.0	291	1	..	..	13
	425	215	511	312	823	800	23	96.8 av.	576	3	4	9	13

*Abstract of Semi-Annual Returns, August, 1866.*

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average attendance.	Average absence.	Per cent. of attendance.	Over 15 years.	Masters.	S. Masters.	Ushers.	Female assistants.
			Boys.	Girls.	Total.								
Latin . . . . .	26	73	253	...	253	242	11	95.0	94	1	2	5	..
English High . . . .	154	74	204	...	204	196	8	96.0	190	1	2	4	..
Girls' High & Normal	15	47	...	273	273	265	8	96.0	251	1	..	..	13
	195	194	457	273	730	703	27	95.6	535	3	4	9	13

## GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, February, 1866.*

SCHOOLS.	No. Admitted.	No. Left.	Average whole number.			Average attendance.	Average absence.	Per cent of attendance.	Masters.	Sub-masters.	Ushers.	H. Assistant.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.									
Adams ...	296	257	329	277	606	581	25	95.7	1	1	..	3	7	1
Bigelow ..	535	370	460	379	848	805	43	94.5	1	1	..	4	12	1
Bowditch.	499	439	.....	927	927	865	62	93.0	1	..	..	4	15	1
Bowdoin .	258	210	.....	519	519	485	34	93.0	1	..	..	3	8	...
Boylston .	213	206	588	.....	588	572	16	96.9	1	1	1	1	8	...
Brimmer .	403	288	791	.....	791	752	39	94.9	1	1	1	2	11	...
Chapman .	85	542	251	236	487	461	26	93.6	1	1	..	4	5	1
Dwight ..	411	283	645	.....	645	621	24	96.0	1	1	1	1	8	...
Eliot ....	356	326	681	.....	681	660	21	97.0	1	1	1	1	11	...
Everett...	554	372	.....	681	681	650	31	95.4	1	..	..	3	10	1
Franklin..	772	568	.....	720	720	673	47	93.5	1	..	..	4	10	1
Hancock .	483	402	.....	886	886	847	39	96.0	1	..	..	5	13	1
Lawrence.	484	411	627	307	934	919	15	98.4	1	1	..	4	11	1
Lincoln...	92	63	357	270	627	592	35	94.0	1	1	..	3	9	...
Lyman ...	209	215	293	164	457	435	22	96.0	1	1	..	3	5	1
Mayhew..	222	260	487	.....	487	466	21	95.0	1	1	1	1	7	...
Phillips..	144	119	560	.....	560	523	37	92.0	1	1	1	1	8	...
Prescott..	492	32	246	220	466	436	30	92.0	1	1	..	3	5	1
Quincy ...	463	406	915	.....	915	853	62	93.0	1	1	2	3	13	...
Wells ....	266	262	.....	537	537	511	26	95.0	1	..	..	3	8	...
Winthrop.	783	565	.....	873	873	804	69	92.0	1	..	..	5	12	1
	8,020	6,596	7,239	6,996	14,235	13,511	724	94.6 av.	21	14		8	61	11

## GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, August, 1866.*

SCHOOLS.	No. Admitted.	No. Left.	Average whole number.			Average attendance.	Average absence.	Per cent of attendance.	Masters.	Sub-Masters.	Ushers.	Hl. Assistant.	Assistants.	Sew'g Teachers.	
			Boys.	Girls.	Total.										
Adams.....	191	221	345	278	623	585	38	94.0	1	1	..	3	8	1	
Bigelow....	305	373	517	423	940	889	51	95.5	1	1	..	4	14	1	
Bowditch...	389	405	...	956	956	891	65	93.0	1	...	...	5	14	1	
Bowdoin...	147	207	...	529	529	486	43	91.0	1	...	...	3	8	..	
Boylston...	123	145	598	...	598	580	18	96.5	1	1	1	1	8	..	
Brimmer ..	326	412	800	...	800	759	41	94.7	1	1	1	2	11	..	
Chapman...	133	192	262	242	504	471	33	94.5	1	1	..	4	5	1	
Dwight.....	194	332	645	...	655	618	27	95.6	1	1	1	1	10	..	
Eliot .....	244	260	708	...	708	686	22	96.6	1	1	1	1	11	..	
Everett....	270	462	...	683	683	650	33	95.0	1	...	...	4	10	1	
Franklin...	297	533	...	729	729	680	49	93.2	1	...	...	4	11	1	
Hancock...	329	344	...	920	920	875	45	95.0	1	...	...	5	13	1	
Lawrence..	297	277	688	332	1,020	1,005	15	98.5	1	1	..	4	13	1	
Lincoln....	116	53	311	243	554	519	35	93.7	1	1	..	3		1	
Lyman ....	149	161	292	179	471	446	25	95.6	1	1	..	3	5	1	
Mayhew...	184	219	504	...	504	477	27	94.2	1	1	1	1	7	..	
Phillips....	97	153	569	...	569	523	46	91.4	1	1	1	1	8	..	
Prescott...	163	204	239	215	454	426	28	94.1	1	1	..	3	5	..	
Quincy.....	330	337	958	...	958	892	66	93.0	1	1	2	3	13	..	
Wells.....	240	258	...	548	548	515	33	94.0	1	...	...	3	8	..	
Winthrop...	440	688	...	841	841	756	85	89.0	1	...	...	5	12	1	
	4,964	6,276	7,436	7,118	14,554	13,729	825	93.9 av.	21	14		8	63	203	11

## GRAMMAR SCHOOLS.

Table, showing the number in each Class, the number of different ages, and the whole number in each Grammar School, July 31, 1866:—

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Under 8 years.	Between 8 and 10 years.	Between 10 and 15 years.	Over 15 years.	Whole number, July 31.
Adams . . .	78	90	190	200	1	94	408	55	558
Bigelow . .	126	93	270	345	13	169	603	49	834
Bowditch .	105	180	180	423	9	178	667	34	888
Bowdoin . .	131	72	130	127	5	206	199	50	460
Boylston . .	83	111	104	268	3	119	433	11	566
Brimmer . .	135	128	188	225	6	177	457	36	676
Chapman .	81	85	124	184	7	82	326	59	474
Dwight . .	77	78	143	213	4	92	373	42	511
Eliot . . . .	87	175	193	198	6	200	412	35	653
Everett . .	114	90	142	139	13	183	200	89	485
Franklin . .	107	108	162	177	1	102	397	54	554
Hancock . .	212	193	202	246	10	211	543	89	853
Lawrence .	139	212	277	323	15	216	684	36	951
Lincoln . .	89	87	190	250	4	157	418	37	616
Lyman . . .	78	102	126	130	3	161	249	23	436
Mayhew . .	73	91	144	144	3	91	331	27	452
Phillips . .	96	101	153	180	21	195	297	17	530
Prescott . .	92	121	104	110	3	75	317	32	427
Quincy . . .	87	164	259	344	3	206	632	13	854
Wells . . .	108	97	137	143	7	83	324	71	485
Winthrop .	96	141	171	196	6	143	387	68	604
	2,194	2,519	3,589	4,565	143	3,140	8,657	927	12,867



## PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, February, 1866.*

DISTRICTS.	SCHOOLS.	Average whole number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Between 5 and 8 years.	Over eight years.	Whole No. at date.
		Boys.	Girls.	Total.						
Adams .....	8	242	169	411	375	36	90.5	250	154	404
Bigelow .....	13	346	333	679	610	69	89.3	390	266	656
Bowditch....	10	214	226	440	402	38	91.3	290	156	446
Bowdoin ....	8	180	227	407	380	27	92.5	247	181	428
Boylston ....	14	338	294	632	584	48	91.1	512	122	634
Brimmer ....	16	410	442	852	776	76	90.5	563	312	875
Chapman ....	10	266	194	460	424	36	91.1	266	140	406
Dwight .....	6	141	154	295	263	32	89.0	195	113	308
Eliot.....	17	439	323	762	691	71	90.6	502	293	795
Everett .....	10	268	227	495	437	58	87.6	316	193	509
Franklin ....	17	423	419	842	750	92	88.4	561	327	888
Hancock ....	19	353	551	904	840	64	92.6	577	337	914
Lawrence ...	17	620	356	976	895	81	91.2	693	333	1,026
Lincoln.....	13	404	274	678	610	68	89.5	429	227	656
Lyman .....	10	330	150	480	446	34	91.0	311	183	494
Mayhew .....	10	269	214	483	434	49	89.5	314	198	512
Phillips .....	9	246	131	377	333	44	87.2	198	204	402
Prescott.....	7	195	140	335	284	51	83.7	237	117	354
Quincy .....	17	399	384	783	709	74	89.6	469	335	804
Wells .....	12	306	334	640	592	48	92.5	440	225	665
Winthrop ...	14	324	306	630	581	49	91.6	426	241	667
Normal, Pr...	3	62	56	118	107	11	90.6	92	40	132
	160	6,775	5,904	12,679	11,523	1,156	90.0 av.	8,278	4,697	12,975

## PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, August, 1866.*

DISTRICTS.	Schools.	Average whole number.			Average attendance.	Average absence.	Per cent of attendance.	Between 5 and 8 years.	Over 8 years.	Whole number at date.
		Boys.	Girls.	Total.						
Adams . .	8	242	167	409	373	36	90.4	274	134	408
Bigelow .	13	339	307	646	588	58	90.6	377	257	634
Bowditch	10	218	230	448	405	43	89.1	294	154	448
Bowdoin	8	175	214	389	362	27	92.4	264	136	400
Boylston	14	342	310	652	610	42	92.9	530	130	660
Brimmer	16	397	424	821	743	78	90.0	555	243	798
Chapman	10	292	161	453	420	33	92.7	308	158	466
Dwight .	6	137	138	275	248	27	89.6	174	74	248
Eliot . . .	17	470	323	793	727	66	91.5	503	289	792
Everett .	10	256	208	464	416	48	88.8	256	104	450
Franklin	17	425	422	847	764	83	88.8	513	270	783
Hancock	19	355	679	934	865	69	92.0	647	274	921
Lawrence	17	591	333	924	848	76	91.3	694	292	986
Lincoln .	13	391	258	649	594	55	90.9	404	252	656
Lyman . .	8	256	129	385	360	25	93.0	240	153	393
Mayhew .	10	295	193	488	431	57	88.1	271	182	452
Phillips .	8	828	128	356	312	44	87.6	187	163	350
Prescott .	8	232	202	434	401	33	92.1	241	193	434
Quincy . .	17	388	388	776	697	79	89.3	528	276	804
Wells . . .	12	311	315	326	583	43	93.2	381	189	570
Winthrop	12	295	260	555	511	44	91.7	329	172	501
Training	3	53	51	104	96	8	90.4	42	24	66
	256	6,688	5,740	12,428	11,354	1,074	90.7 av.	8,012	4,208	12,220

*Table, showing the number of teachers, the average number of pupils, and the number of pupils to a teacher, in the Primary and Grammar Schools in each District.*

DISTRICTS.	PRIMARY.			GRAMMAR.			TOTALS.		
	No. of Teachers.	Av. No. of Pupils.	No. of Pupils to a Teacher.	No. of Teachers.	Av. No. of Pupils.	No. of Pupils to a Teacher.	No. of Teachers.	Av. No. of Pupils.	No. of Pupils to a Teacher.
Adams ....	8	410	51.2	13	614	47.2	21	1024	48.7
Bigelow ...	13	662	50.9	20	894	44.7	33	1556	47.1
Bowditch..	10	444	44.4	20	941	47.0	30	1385	46.1
Bowdoin ..	8	398	49.7	12	524	43.6	20	922	46.1
Boylston ..	14	642	45.8	12	593	49.4	26	1235	47.5
Brimmer...	16	836	52.2	16	795	49.6	32	1631	50.9
Chapman ..	10	456	45.6	11	495	45.0	21	951	45.2
Dwight....	6	285	47.5	14	645	46.0	20	930	46.5
Eliot .....	17	777	45.7	15	694	46.2	32	1471	45.9
Everett....	10	497	49.7	15	692	46.1	25	1189	47.5
Franklin...	17	844	49.6	16	724	45.2	33	1568	47.5
Hancock...	19	919	48.3	19	903	47.5	38	1822	47.9
Lawrence..	17	950	55.8	19	977	51.4	36	1927	53.5
Lincoln....	13	663	50.7	14	590	42.1	27	1253	46.4
Lyman ....	8	432	54.0	10	464	46.4	18	896	49.8
Mayhew ...	10	485	48.5	11	495	45.0	21	980	46.6
Phillips....	8	366	45.7	11	564	51.2	19	930	48.9
Prescott...	8	384	48.0	10	460	46.0	18	844	46.8
Quincy.....	17	779	45.8	20	936	46.8	37	1715	46.3
Wells .....	12	633	52.7	12	542	45.1	24	1175	48.9
Winthrop..	13	592	45.5	18	857	47.6	31	1449	46.8
Train'g Sch.	3	111	37.0				3	111	37.0

## STATISTICS.

NUMBER OF BOYS ADMITTED TO THE ENGLISH HIGH SCHOOL FROM THE GRAMMAR SCHOOLS DURING THE YEARS  
1844-1866.

SCHOOLS.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	Total for 20 yrs.	Avrge.
Adams...	9	10	10	7	9	9	5	11	11	0	0	0	0	1	2	7	5	3	1	7	2	7	8	124	5.3
Bigelow.. (ladies.)	7	4	1	2	5	7	4	3	4	5	6	7	8	9	15	10	9	5	3	6	4	13	13	150	6.5
Boylston.	5	5	2	4	4	1	3	0	2	2	1	1	0	0	0	3	4	3	0	2	4	9	2	57	2.4
Brimmer.	1	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	18	18	15	28	24	296	12.8
Chapman.	—	—	—	—	—	0	0	3	1	3	3	3	2	1	3	2	5	5	1	3	6	3	4	48	2.6
Dwight..	0	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	13	20	14	45	34	35	215	8.3
Elliot.....	8	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	141	6.1
Latin.....	0	1	2	5	4	0	0	0	4	3	5	5	2	8	2	1	0	6	6	2	4	3	3	66	2.8
Lawrence.	—	—	—	—	—	—	—	—	—	—	—	—	0	0	0	6	4	2	5	1	2	1	7	28	2.5
Lincoln....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	0	6	3	4	3	6	3	8	33	4.1
Lyman....	0	3	5	4	2	6	1	2	0	4	3	2	1	0	0	2	2	2	0	0	0	1	5	45	1.9
Mayhew..	7	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	5	6	9	8	15	181	7.8
Phillips...	0	4	10	10	12	8	9	7	7	7	6	6	3	5	8	7	9	9	13	13	7	7	13	175	7.6
Quincy...	—	—	—	0	2	3	10	8	11	12	4	11	8	18	14	8	9	6	8	11	7	16	16	182	9.1

## STATISTICS OF PARENTAGE OF PUPILS OF THE BRIMMER SCHOOL, NOV. 1866.

TEACHERS.	AGE.		Class.	Division.	U. S. A.	Half American.	Irish.	English.	Scotch.	French.	Dutch.	German.	Poles.	Spanish.	African.	Italian.	Russian.	Swede.	Prussian.	Born in U. S.	Foreign Born.	Total.
	Years.	Months.																				
Mr. Bates . . . . .	14	2	1	1	35	3	3	1	4	2	1	6	0	1	0	0	0	0	0	55	1	56
" Boardman . . . . .	13	0 <sup>1</sup> / <sub>2</sub>	1	2	38	4	10	4	0	0	0	3	0	0	0	0	0	0	1	56	4	60
" Young . . . . .	13	6	1	3	27	1	19	6	0	0	0	3	0	1	0	1	0	0	0	56	2	58
Miss Peniman . . . . .	11	3	2	1	48	0	3	0	1	0	0	8	1	0	0	0	0	0	0	61	0	61
" Bunton . . . . .	12	0 <sup>3</sup> / <sub>4</sub>	2	2	28	0	18	2	0	0	0	7	0	0	0	0	0	0	0	53	2	55
" Snow, 1st . . . . .	11	10	2	3	32	5	5	2	2	0	0	6	0	0	0	0	0	0	0	51	1	52
" Bird . . . . .	11	3 <sup>1</sup> / <sub>2</sub>	3	1	28	5	13	1	0	1	0	6	0	0	0	0	0	0	0	49	5	54
" Snow, 2d . . . . .	11	5	3	2	25	4	19	3	0	0	0	6	1	0	0	0	0	0	0	58	0	58
" James . . . . .	10	10	3	3	27	1	17	0	2	1	0	8	0	0	0	0	0	0	0	51	5	56
" Lane . . . . .	10	4	3	4	33	2	9	0	0	0	0	14	0	0	0	0	0	0	0	57	1	58
" Davie . . . . .	10	4	4	1	44	0	12	0	0	0	0	4	0	0	0	0	0	1	0	60	1	61
" March . . . . .	9	11	4	2	21	0	16	1	1	0	0	7	0	0	0	0	0	1	0	45	2	47
" English . . . . .	10	4	4	3	34	0	8	0	1	0	0	3	0	0	1	0	0	0	0	44	3	47
" Cunningham . . . . .	9	1	7	4	19	0	15	0	0	1	0	7	0	0	0	0	0	0	0	39	3	42
" Le Row . . . . .	9	1	4	5	27	0	7	3	0	0	0	5	0	0	1	0	0	0	0	41	2	43
First Class . . . . .	13	6 <sup>3</sup> / <sub>4</sub>	Av. Age	100	32	11	4	3	4	2	1	12	0	2	0	1	0	0	1	167	7	174
Second Class . . . . .	11	10	"	"	108	5	26	4	3	0	0	21	1	0	0	0	0	0	0	165	3	168
Third Class . . . . .	10	11 <sup>1</sup> / <sub>2</sub>	"	"	113	12	58	4	2	2	0	40	1	0	0	0	0	0	0	215	11	226
Fourth Class . . . . .	9	8 <sup>1</sup> / <sub>4</sub>	"	"	145	0	58	4	2	1	0	26	0	0	2	0	0	2	0	229	11	240
Total . . . . .					466	25	174	23	11	5	1	99	2	2	2	1	0	2	1	776	32	808

All other nationalities, 5.45 + %  
Foreign born, 3.96 + %

Irish, 21.53 + %  
German, 12.25 + %

American, 60.77 %  
Foreign, 39.23 %

*The following Table shows the reported number of persons in the city between the ages of five and fifteen, for eleven years, and also the amount received by the city, in each year, from the State School Fund:—*

YEARS.	Persons between five and fifteen years of age.	Proportion of Income from School Fund.
1856 .....	28,879	\$5,392 16
1857 .....	29,456	5,915 58
1858 .....	28,790	6,136 79
1859 .....	28,909	6,185 76
1860 .....	32,641	6,045 90
1861 .....	31,678	5,926 35
1862 .....	32,929	6,364 99
1863 .....	32,147	6,430 63
1864 .....	32,854	6,750 44
1865 .....	34,902	8,082 08
1866 .....	35,225	

*The following Table shows the average whole number, the average attendance, and the per cent of attendance, of the public schools of all grades, for eleven years, ending July 31, 1866:—*

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56 .....	23,768	20,106	84.2
1856-57 .....	24,274	20,856	85.9
1857-58 .....	24,988	21,389	89.1
1858-59 .....	25,484	22,045	86.1
1859-60 .....	25,315	22,304	88.1
1860-61 .....	26,488	24,152	91.1
1861-62 .....	27,081	24,544	90.6
1862-63 .....	27,051	24,516	90.6
1863-64 .....	26,931	24,617	91.6
1864-65 .....	27,095	25,001	93.0
1865-66 .....	27,723	25,809	93.5

*The following Table shows the aggregate of the average whole number and attendance of the pupils of the High Schools, for eleven years, ending July 31, 1866:*

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56.....	517	493	95.3
1856-57.....	502	475	94.6
1857-58.....	519	492	94.8
1858-59.....	559	528	94.4
1859-60.....	630	608	96.5
1860-61.....	667	635	95.2
1861-62.....	755	725	96.0
1862-63.....	733	696	94.9
1863-64.....	725	691	94.5
1864-65.....	740	712	96.1
1865-66.....	776	751	96.2

*The following Table shows the aggregate of the average whole number and attendance of the Grammar Schools, for eleven years, ending July 31, 1866:—*

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56.....	10,671	9,751	90
1856-57.....	11,120	10,108	90.9
1857-58.....	11,635	10,785	92.7
1858-59.....	11,788	10,613	90
1859-60.....	11,608	10,804	93
1860-61.....	12,495	11,692	93.6
1861-62.....	13,064	12,264	93.9
1862-63.....	13,347	12,439	93.1
1863-64.....	13,523	12,601	92.8
1864-65.....	13,915	13,110	93.8
1865-66.....	14,394	13,620	94.2



*The following Table shows the aggregate of the average whole number and attendance of the pupils of the Primary Schools, for eleven years, ending July 31, 1866:—*

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1855-56.....	12,580	10,042	79.8
1856-57.....	12,652	10,273	81.8
1857-58.....	12,834	10,612	82.6
1858-59.....	13,137	10,904	82.9
1859-60.....	13,077	10,892	83.6
1860-61.....	13,326	11,825	88.7
1861-62.....	13,262	11,556	87.1
1862-63.....	12,971	11,412	89.4
1863-64.....	12,713	11,325	87.5
1864-65.....	12,440	11,179	89.1
1865-66.....	12,553	11,438	90.3

*The following Table shows the number of Primary Schools, the average number, and the average attendance to a school, for eleven years, ending July 31, 1866:—*

YEARS.	Schools and Teachers.	Average No. to a School.	Aver. attendance to a School.
1855-56.....	211	59	47
1856-57.....	213	59	48
1857-58.....	216	59	49
1858-59.....	221	59	49
1859-60.....	223	53	47
1860-61.....	250	53	47
1861-62.....	250	53	46
1862-63.....	254	51	45
1863-64.....	254	50	44.5
1864-65.....	257	48.4	43.5
1865-66.....	256	49	44.7

TABLE,  
*Showing the School Census of the City, May, 1866.*

WARDS.	No. Families.	No. of Children between 5 and 15.	Attend Public School.	Attend Private School.
1	4,015	4,485	3,596	515
2	4,688	5,036	3,810	783
3	2,470	2,401	1,958	243
4	1,595	1,159	837	153
5	4,074	4,123	3,464	106
6	2,259	1,563	1,137	257
7	5,089	5,598	4,231	786
8	2,163	1,532	1,277	152
9	2,329	2,072	1,563	314
10	2,563	2,209	1,741	214
11	2,300	1,966	1,401	315
12	2,809	3,081	2,344	408
Total . .	36,354	35,225	27,357	4,246

## EXPENDITURES.

*Net Annual Expenditures for the Public Schools of Boston for the last thirteen financial years, ending 30th of April in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July 31.*

Financial Year.	No. of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total rate per Scholar.
1853-54	22,528	\$192,704 05	8.55	\$57,960 46	2.57	11.12
1854-55	23,439	222,970 41	9.51	62,350 50	2.66	12.17
1855-56	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66	27,723	403,300 82	14.54	172,520 76	6.22	20.77

## EXPENDITURES.

*Table, showing the net total expenses of the City, for Education, for twelve years, from May 1, 1853, to April 30, 1866, inclusive :—*

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditures.
1853-54	\$192,704 05	\$57,930 46	\$22,587 24	\$273,251 75
1854-55	222,970 41	62,350 50	103,814 73	389,135 64
1855-56	224,026 22	67,380 06	149,732 80	441,139 08
1856-57	225,730 57	72,037 71	51,299 26	349,067 54
1857-58	258,445 34	86,849 27	225,000 00	570,294 61
1858-59	268,668 27	86,098 21	105,186 42	459,952 90
1859-60	277,683 46	95,985 15	144,202 67	517,871 28
1860-61	286,835 93	111,446 31	230,267 04	628,549 28
1861-62	300,181 28	108,245 06	166,181 50	574,567 84
1862-63	310,632 43	115,641 97	107,812 74	534,087 14
1863-64	324,698 51	140,712 56	5,870 87	471,281 94
1864-65	372,430 84	180,734 00	90,609 84	643,774 68
1865-66	403,300 82	172,520 76	200,553 64	776,375 22
Totals.	\$3,668,308 13	\$1,357,962 02	\$1,603,078 75	\$6,629,358 90

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